

SPECIAL NOTE TO STUDENTS:

The academic and administrative policy of the College subscribes to the non-discrimination provision of Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity" of Georgia College. Georgia College also adheres to the Rehabilitation Act of 1973 in that it does not discriminate on the basis of handicap in regard to admission, employment, and access to programs or activities."

The academic and administrative policy of the College also subscribes to the non-discrimination provisions of Title IX of the Higher Education Act of 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity" of Georgia College.

It is understood that throughout this Catalog and all other publications of Georgia College, the terms "he, his, him, himself, chairman," etc. are used without regard to sex.

Georgia College is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College is a member of the Association of State Colleges and Universities, the American Council on Education, the American Assembly of Collegiate Schools of Business, the National Association of Schools of Music, the National League for Nursing, the National Association of Schools of Public Affairs and Administration, and the Georgia Association of Colleges. Women graduates of the College are eligible for membership in the American Association of University Women.

SPECIAL NOTE TO PARENTS:

Georgia College, in compliance with the Family Educational Rights and Privacy Act of 1974 "Buckley Amendment," releases no personal information restricted by that Act without written consent of the student. This Act prohibits college officials from disclosing any records, including quarterly grade reports, academic standings, transcripts of records, or any other records, files, documents, and materials in whatever medium, which contain information directly related to the student and from which the student can be individually identified.

Authorization for parental access to student records covered by this Act must be made in writing by the student and addressed to the Registrar, Georgia College.

Georgia College

UNDERGRADUATE CATALOG

Milledgeville, Georgia 31061

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COLLEGE

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1980-1981



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PREFACE

This catalog is primarily for the prospective student, his parents, and his high school counselors. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Georgia College reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the office of the Vice President for Academic Affairs, Parks 203. It is especially important that every student note that it is his responsibility to keep himself apprised of current graduation requirements for his particular degree program.

Important divisions of information may be found by referring to the Table of Contents. Specific topics may be located through use of the Index.

UNDERGRADUATE CATALOG

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GEORGIA COLLEGE OFFICIAL CALENDAR

1980-81

FALL QUARTER 1980 (811)

September	14	Residence Halls open at 1 P.M.
	14	Arrival of new students
	15	President's Reception
	15-16	Orientation of new students
	17	Arrival of returning students
	17-18	Registration
	19	Classes convene
	19	Last day to pay fees without penalty
	23	Last day to add a course
	23	Last day to drop a course without fee penalty
October	24	Convocation
	24	Mid-quarter reports
	28	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
November	4	National Election — excused absence for voting
	10-14	Advisement period for currently enrolled students planning to attend the Winter Quarter 1981
	10-18	Early registration for Winter Quarter
	12	Last day to apply for admission to Teacher Education for Winter Quarter 1981
	18 25	Thanksgiving Holidays begin, after classes (night classes will meet)
	23 30	Thanksgiving Holidays end
December	24 1	Classes reconvene
	27	Special Studies advisement period begins
	1-4	Special Studies advisement period
	4	Early registration for Special Studies students
	3-4-5	Fall Quarter examinations
	5	Christmas Holidays begin, after last examination
	12	Last day to apply for admission to Winter Quarter 1981

WINTER QUARTER 1981 (812)

January	4	Residence Halls open at 2 P.M.
	5	Registration
	6	Classes convene
	6	Last day to pay fees without penalty
	8	Last day to add a course
	8	Last day to drop a course without penalty
February	30	Last day to file application for degree to be awarded June 6, 1981
	10	Mid-quarter reports
	13	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	23	Early registration for Spring Quarter begins
	23-27	Advisement period for currently enrolled students planning to attend Spring Quarter 1981

	27	Last day to apply for admission to Teacher Education for Spring Quarter
March	6	Early registration for Spring Quarter 1981 ends
	6	Last day to apply for admission for Spring Quarter 1981
	4-10	Special Studies advisement period
	10	Early registration for Special Studies students
	17-18-19	Winter Quarter examinations
	19	Spring Holidays begin, after last examination

SPRING QUARTER 1981 (813)

March	23	Spring Holidays end
	23	Residence Halls open at 2 P.M.
	24	Registration
	25	Classes convene
	25	Last day to pay fees without penalty
	27	Last day to add a course
	27	Last day to drop a course without fee penalty
May	1	Mid-quarter reports
	7	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	13	Honors Day
	18-22	Advisement period for currently enrolled students planning to attend Summer and/or Fall Quarter 1981
	21	Last day to apply for admission to Teacher Education for Fall Quarter
June	2	Grades for all degree candidates due in Registrar's office
	2-3-4	Special Studies advisement period
	3-4-5	Spring Quarter examinations
	5	Last day to apply for admission to first term of Summer Quarter 1981
	6	Graduation

SUMMER QUARTER 1981 First Term — June 14-July 15 (814)

June	14	Residence Halls open at 2 P.M.
	14	Arrival of new students
	15	Registration
	16	Classes convene
	16	Last day to pay fees without penalty
	18	Last day to make course changes
	18	Last day to drop a course without fee penalty
	19	Last day to file application for degree to be awarded August 1981
	29	Last day to drop a first term course without academic penalty (unless previously assigned an F by professor for absences)
July	3	Last day to apply for admission for second term of Summer Quarter 1981
	4	Holiday
	15	First Term ends after last class period
	16	For full summer length courses, last day to drop a course without academic penalty

Second Term — July 16-August 15 (815)

July	16	Arrival of new students
	16	Registration
	17	Classes convene
	17	Last day to pay fees without penalty
	21	Last day to make course changes
	21	Last day to drop a course without fee penalty
August	30	Last day to drop a course without academic penalty (unless previously assigned an F by professor for absences)
	6-11	Special Studies advisement period
	14	Grades for all degree candidates due in Registrar's office
	15	Graduation
	28	Last day to apply for admission for Fall Quarter 1981

OFFICIAL COLLEGE TEST CALENDAR* **1980-81**

September 8	CLEP Subject Examinations
September 9	CLEP General Examinations
September 15	Freshman Placement Examinations
October 13	CLEP Subject Examinations
October 14	CLEP General Examinations
October 22	Major Area Examinations
October 25	G.M.A.T. Examinations
October 27	Regents' Examinations
November 8	N.T.E. Examinations
November 10	CLEP Subject Examinations
November 11	CLEP General Examinations
December 1-4	Special Studies Testing and Advisement
December 8	CLEP Subject Examinations
December 9	CLEP General Examinations
January 5	Freshman Placement Examinations
January 12	CLEP Subject Examinations
January 13	CLEP General Examinations
January 28	Major Area Examinations
February 7	G.R.E. Examinations
February 9	Regents' Examinations
February 9	CLEP Subject Examinations
February 10	CLEP General Examinations
February 21	N.T.E. Examinations
March 4-10	Special Studies Testing and Advisement
March 9	CLEP Subject Examinations
March 10	CLEP General Examinations
March 24	Freshman Placement Examinations
April 13	CLEP Subject Examinations
April 14	CLEP General Examinations
April 22	Major Area Examinations
April 25	G.R.E. Examinations
April 27	Regents' Examinations
May 11	CLEP Subject Examinations
May 12	CLEP General Examinations
June 2-4	Special Studies Testing and Advisement
June 8	CLEP Subject Examinations
June 9	CLEP General Examinations
June 15	Freshman Placement Examinations
June 20	N.T.E. Examinations
July 13	CLEP Subject Examinations
July 13	Regents' Examinations
July 14	CLEP General Examinations
July 15	G.M.A.T. Examinations (Wednesday Evening)
July 16	Major Area Examinations
July 16	Freshman Placement Examinations
August 6-11	Special Studies Testing and Advisement
August 10	CLEP Subject Examinations
August 11	CLEP General Examinations
M.A.T.	Miller Analogies Test is scheduled on an individual basis

*NOTE: See Testing Center in Kilpatrick Education Center, Room 202, for more detailed information.
The CLEP General Examination in English will be administered only in June and October.





GENERAL INFORMATION

GENERAL INFORMATION

HISTORY

The home of Georgia College is on the fall line of the Oconee River, less than a dozen miles from the geographic center of Georgia. It is approximately one hundred miles from Augusta, Atlanta, Albany, and Columbus, and thirty miles from Macon. The town, which has a population of over eighteen thousand, is placed in an immediate setting of natural beauty and has long been known as a center of history and culture.

Milledgeville was laid out in 1803 and in the following years was designated as the capital of Georgia, remaining the seat of Government until 1868. Its physical layout and the arrangement of public buildings coincided in point of time with the organization of Washington, D.C., and the town is somewhat reminiscent of the nation's capital during the early part of the 19th century.

The community was closely identified with the life and culture of the ante-bellum South. For more than half a century it was the mecca for Georgia's political and intellectual leaders and was visited by many famous foreign travelers, among them the Marquis de LaFayette and Sir Charles Lyell. Although the town was in the heart of the "Burnt Country" in 1864 and was one of the principal objectives of Sherman's army in the march to the sea, its residences and public buildings were largely spared. Many of its landmarks remain today as attractions to tourists. The Old Governor's Mansion and grounds and two of the original Government Squares are part of the campus of the College. The Mansion, completed in 1838, is the official residence of the president of the College. Buildings and grounds of the old Capitol Square are occupied by the Georgia Military College.

As early as 1825 the Georgia House of Representatives, in session at Milledgeville, passed an act to establish "a public seat of learning in this state for the education of females." On the failure of the Senate to concur, the matter was dropped and was not considered seriously again for three-quarters of a century. In the meantime, a number of academies and colleges for men and women sprang up throughout Middle Georgia. Among them were the Georgia Female College and Oglethorpe University, established in the vicinity of Milledgeville during the 1830's. This was an era in which the South was building its educational services upon the pattern of young ladies' seminaries and of denominational and military institutions preparing young men to be gentlemen-planters. Most of these institutions succumbed to the War Between the States and were never reopened.

Reconstruction and its aftermath laid the basis for a different type of education. The New South, with its urban-industrial emphasis, slowly displaced the old agrarian ideal. The Georgia School of Technology, now the Georgia Institute of Technology, at Atlanta, chartered in 1885, and the Georgia Normal and Industrial College, at Milledgeville, chartered in 1889, were manifestations of the trend of the times. As the names indicate, these institutions were devoted chiefly to the task of preparing young men and women, on separate campuses, for industrial occupations. The emphasis at that time was largely vocational.

In 1917, in keeping with the economic and cultural changes in the State, the Georgia Normal and Industrial College was given power to grant degrees, and the first degree was granted in 1921. With this change the College introduced more cultural courses, and the liberal arts degree was offered. In 1922 the name of the institution was changed to the Georgia State College for Women. In 1961 the name was again changed to The Woman's College of Georgia. With these changes came a broader academic and professional program.

In January, 1967, the Board of Regents of the University System of Georgia authorized the Woman's College of Georgia to admit men students in the 1967-68 fiscal year, to expand its curriculum and physical facilities, and to provide residence halls for men. Non-dormitory men students were admitted, however, to regular undergraduate classes for the first time in the Spring Quarter, 1967. The new name, Georgia College at Milledgeville, was adopted by the Board later in March, 1967. In October, 1971, the Board of Regents changed the name to Georgia College.

These last changes make available a senior college for both men and women students in the middle Georgia area. The institution continues to draw students from the state and nation as well as throughout the world.

A graduate program was initiated in the summer of 1958, and the first Master of Education was granted in 1959. The first courses in the Master of Business Administration degree were offered in the winter quarter of 1969.

Since January, 1932, the College has operated as a unit of the University System of Georgia under one Chancellor and a Board of Regents.

Former presidents of the college were Dr. J. Harris Chappell, Dr. Marvin M. Parks, Dr. J. L. Beeson, Dr. Guy H. Wells, Dr. Henry King Stanford, and Dr. Robert E. Lee. Dr. J. Whitney Bunting assumed the presidency on January 1, 1968.

STATEMENT OF PURPOSE

Within a community of learning which possesses diverse interests and knowledge, Georgia College, on its residential campus and through its off-campus programs, seeks to enable men and women to live thoughtful and creative lives. The College's environment encourages the student to consider intelligently such matters as the choice of vocation, the importance of community involvement, the responsibilities of citizenship, and the achievements of our artistic and philosophical heritage. Professional development of the faculty, through individual study, research, and public service is considered essential to effective and innovative teaching.

Recognizing the interrelationships among the arts and sciences, the College's general education curriculum acquaints the student with various disciplines before major specialization. A program for students needing additional preparation for college-level work and an honors program for gifted students allow the College to serve individuals with widely diverse abilities. Georgia College offers professional degree programs in business, education, health and public service, as well as programs in the arts and sciences, to provide the student a broad range of choice in his undergraduate major. Furthermore, to promote student development and to insure that education is not limited to the classroom experience, the College provides an orientation program, student advisement, a variety of extra-curricular activities, and the opportunity for vocational guidance. The long-standing and reciprocal relationship between the College and the regional community also provides many occasions for exchange and growth, including many off-campus educational experiences.

Georgia College, as an integral part of the Middle Georgia community, emphasizes graduate, undergraduate, and continuing education programs designed to meet the educational needs resulting from social, intellectual, and technological change. Specialized programs, on a credit and noncredit basis, are offered for professional development and personal enrichment.

Georgia College provides opportunities for students to think critically and independently, to find meaningful work, and to promote values which are worthwhile and humane.

BUILDINGS, GROUNDS, AND SERVICES

The main campus consists of forty-three acres in the heart of Milledgeville. This is made up of twenty-three acres which house all the educational facilities and twenty acres two blocks away that are utilized for student housing. A new athletic complex has been partially completed on six hundred forty-two acres just outside Milledgeville, and a few miles from town Lake Laurel, a one hundred-acre park, supplements the recreational facilities of the college.

The College facilities include more than thirty buildings, most of them red brick with Corinthian columns and limestone trim. Of these, seven are residence halls.

Lake Laurel contains a fifteen-acre lake providing facilities for boating, swimming, fishing, and other outside activities. A clubhouse is available for parties, picnics, student-organization meetings and overnight student campers.

The Charles H. Herty Science Hall has many features which make for enriched experience in basic and applied science. Well-equipped air-conditioned laboratories have been designed for the specialized fields. A modern greenhouse for experimental studies in plant science and a modern animal house for genetic and nutritional investigations aid in vitalizing areas of the science program.

The new addition to Herty Science Hall, opened in 1972, contains an additional eleven labs, two lecture rooms, a two hundred-seat teaching auditorium and supporting offices.

Parks Hall, containing the administrative offices, is situated at the southwest corner of the main group of buildings usually referred to as "front campus." While basically administrative in character, this building does contain a limited number of lecture rooms and administratively related offices.

The Richard B. Russell Auditorium, named in honor of the late Chief Justice Russell, for many years chairman of the Board of Trustees of the College, has a seating capacity of over 1,000 and is equipped with an excellent stage, a public address system, and a concert organ. Of special interest is the carillon, made possible by a gift from Bessie Lindenstruth of the class of 1899. The carillon was presented to the College in memory of her parents and in honor of former president Dr. J. Harris Chappell.

Chappell Hall, occupied in 1963 by the Home Economics Department, is a two-story concrete form structure, brick with cast-stone trim. The building contains 32,000 square feet and is completely air-conditioned. It contains classrooms and offices, modern food, nutrition, clothing and textile laboratories, varied facilities for house furnishings, a small auditorium, and a testing laboratory for home appliances. The most modern facilities and equipment for teaching home economics and related disciplines are available to the student and instructor. The Elizabeth Parker Lighting Laboratory is part of this building.

Lanier Hall, facing the main entrance to the campus, houses the School of Business. It also contains the college Metric Center. This building is fully air-conditioned.

The English Building, facing Montgomery Street, was for years headquarters of the Department of Education. Now refurbished, the building provides offices and classrooms for the Department of English and Speech.

Ennis Hall was converted from a dormitory to an instructional facility housing the Department of Psychology and the Department of Nursing. The building is named in honor of the late Honorable Howard Ennis of Milledgeville.

The William Heard Kilpatrick Education Center was opened in September, 1977. This major college facility, which includes the renovated former Peabody Laboratory School, provides classrooms and offices for the several departments in the School of Education. Several specialized services are housed in the facility such as the Department of Special Studies, the Home Economics Child and Family Center, the Peabody Kindergarten, the Mildred English Memorial Learning Resources Center, and the Peabody Auditorium.

The Health and Physical Education Building houses the Department of Health, Physical Education, and Recreation. The accommodations include a gymnasium, a swimming pool, a dance studio, dressing rooms, classrooms, and staff offices.

The Anthony Porter Fine Arts Building, home of the Department of Art and the Department of Music, was built largely by funds donated by the late Mrs. Louise Minis. It contains a small auditorium, offices, classrooms, a visual aids studio, a band room, music library, piano practice rooms, an art gallery, a ceramic laboratory, and art studios. The Building was erected in memory of the late Anthony Porter of Savannah.

The Language Building is an air-conditioned facility located between Lanier Hall and the English Building. It contains a language laboratory with the most modern audio-visual devices by means of which the student is able to gain oral proficiency in modern foreign languages. The second floor of this building contains offices for twenty-two faculty members.

Parks Memorial Infirmary, renovated in 1975, was built largely by contributions of friends of the late President Marvin M. Parks and of the College and was an Alumnae-sponsored project. The second floor of this facility has been converted to provide additional faculty office spaces. The lower floor continues to serve as the College infirmary.

The Governor's Mansion, the historic and stately home of Georgia's governors from 1839-1868, is the home of the president of the College. The Mansion was reopened for public viewing in September, 1967, following two years of restoration and renovation. A tour of the building includes the ground and first floors. The ground floor includes the kitchen, with its fireplace and hearth, original to the earliest days of the Mansion. The first floor contains the parlor, entrance hall, dining room, library, and drawing room. The drawing room is sixty feet long and is distinguished by two black Italian marble mantels original to the house. The building's most commanding feature is the central rotunda, which rises fifty feet to a decorated domed ceiling. English Regency is the period furniture chosen for the Mansion. The style was in vogue from 1800-1840 and was used in the finest houses in England and America.

Maxwell College Union Building—The modern College Union, opened in 1972, houses the College food services, bookstore, mailroom, student lounges, student government offices, conference rooms, publication offices, hobby workshops, game rooms, study rooms, and faculty lounge. A counseling office and Career Resources Center are located here. The Union's name honors the late Mary Thomas Maxwell, GC professor of English and Dean of Women.

The Museum and Archives of Georgia Education occupies the college-owned Wooten-Garner House across from the Mansion. A growing collection of educational memorabilia and records are housed here and are open to the public.

Atkinson Hall, erected in 1897, was named for the late Governor W. Y. Atkinson, who introduced into the Georgia Legislature the bill that chartered the College. Atkinson Hall is now having a complete renovation. It will house the School of Business when renovation is complete.

Terrell Hall, originally a student dormitory, now houses the Departments of History, Mathematics, Political Science, and Philosophy and Religion.

The Green Street Home Management Residence is a model urban home, making possible opportunities for home economics students to apply theory to realistic situations.

William Thomas Bone Alumni House was presented to the College in November 1972 by Mr. Frank E. Bone in honor of his wife, Mrs. William Thomas Bone. This eight-room home includes the Alumni Office and space to host visiting Alumni.

Parkhurst Hall, located on West Green Street, is a faculty apartment house consisting of twelve family-sized apartments and five efficiency apartments.

Miller Memorial Hall, located at the corner of Wayne and Montgomery Streets, houses a small gymnasium, and a number of faculty apartments. This building also houses the College's Physical Plant Department and Warehouse. The site for Miller hall was donated by Mrs. S. J. Stubbs, Sr. and the name of the building honors her parents, the late Captain and Mrs. Andrew Jackson Miller.

Athletic Complex, constructed in 1972-74, consists of Soccer, Baseball and Softball fields, and eight tennis courts. The first phase of the new Health, Physical Education, and Recreation building also complements this area.

Dormitory Accommodations. There are seven dormitories on the campus. Rooms are modern, convenient, and comfortable. Many of them are arranged in two-room suites with connecting baths. All residence halls contain parlors and recreation rooms.

Bell Hall, a dormitory for women, is composed of Bell Hall and Bell Annex. All rooms have a connecting bath for each suite of two rooms. The building was named in honor of the late Miller S. Bell, long a member of the Board of Trustees of the College and until his death a member of the Board of Regents of the University System.

Beeson Hall, on Montgomery Street between the English Building and the infirmary, provides several sorority and fraternity apartments, the computer center, and accommodations for eighty male students. This residence hall was named for the late President and Mrs. J. L. Beeson.

Sanford Hall, dormitory for women, fronts on Green Street and adjoins Nesbit Woods. The name honors the late Chancellor S. V. Sanford.

Wells Hall, a modern residence hall for women, was occupied in the fall of 1964. The building fronts on Green Street.

Napier Hall—This latest addition to student housing, located in the Nesbit Woods area, consists of two hundred double occupancy, air-conditioned rooms with nine lounge areas, three T.V. rooms, one recreation room, one game room, two study rooms, two laundry rooms, and an office. It is situated on the edge of Nesbit Woods. The name honors the late Alice Napier, who was chairman of the Mathematics Department and who taught at Georgia College for 42 years.

Adams Dormitory, a modern air-conditioned residence hall occupied in the fall of 1966, fronts Green Street between Clark and Columbia Streets. Rooms are designed for occupancy by two students and will accommodate one hundred and fifty-four students.

STUDENT VEHICLES AND PARKING

Since Georgia College is located in the heart of Milledgeville, it shares some of the physical characteristics of other urban colleges. First, the College is more compact than widely spread out. Second, vehicular traffic is at times congested and parking spaces convenient to the campus are difficult to find. Although the College attempts to provide for student parking, the fact remains that it cannot keep up with the increasing numbers of vehicles and the result is always more vehicles than parking facilities. Georgia College, therefore, cannot assume the specific responsibility for providing parking facilities for student vehicles.

LIBRARY SERVICES

The Ina Dillard Russell Library, named for the mother of the late Senator Richard B. Russell, is the center for research activities of the College. The resources of the Library include over 140,000 books, 1,329 current magazine and newspaper subscriptions, and extensive collections in microform. Particularly useful are the microfilm collections of *The New York Times* from its beginning date of 1851; *The Atlanta Constitution* from 1868; *The Times* (London) from 1785; the American Statistics Series; the American Periodical Series, a series of 18th, 19th and early 20th century periodicals; and the Educational Resources Information Center (ERIC) research reports on microfiche from 1966 to the present. As a U.S. Government depository, the Library receives approximately 4,000 documents annually. Some 40,000 items are added to the collection each year to support the growing undergraduate and graduate programs.

The Library's Special Collections contain material on local history, Georgia history, books by and about Georgians, rare first editions and other valuable books, manuscripts, research maps, the archives of the College and an extensive cookbook collection. The most notable special collection is the Flannery O'Connor collection of manuscripts and books housed in the Flannery O'Connor Room. This valuable collection of manuscripts, books and memorabilia of the world-renowned author, who was a member of the class of 1945, was given to the Library by her mother, Regina Cline O'Connor. A separate collection of antique clocks and watches with appropriate horological literature is also maintained as part of the Special Collections.

A model collection of resource material for preschool through high school pupils is housed in the Learning Resources Center, which is administered by the Russell Library staff. This integrated collection of book and non-book media includes a sampling of new and old instructional material and is used by all departments of the College for courses in teacher education. The collection is housed in the Kilpatrick Education Center.

The campus-wide Media Equipment Center, which is also located in the Kilpatrick Education Center and administered by the Library, makes available to faculty and student groups the various types of projection/playback machines that are necessary to utilize audio-visual materials. The center staff delivers and sets up the requested equipment for faculty use in classrooms on campus. Adjacent to the Media Equipment Center are two media production laboratories which can be used by students and faculty to make audiovisual instructional material for classroom use. Equipment is available for the production of transparencies, slides, audio tapes, video tapes, and dry mounts. The Media Services staff is available to assist in the production of these aids.

The Library is a member of the East Georgia Triangle, the Central Georgia Associated Libraries and the Health Science Libraries of Central Georgia, and participates in the Georgia Library Information Network. Association in these four consortia facilitates the borrowing of material through participating libraries, thereby increasing the resources available to Georgia College students and faculty.

With the 1968 addition and remodeling the Library is now one of the most attractive and comfortable buildings on campus. A variety of seating is provided, including individual study carrels and tables for group study. A typing room furnished with typewriters is provided for student use at no charge. Copying service for print and non-print materials is available at a nominal cost. The Library is normally open 77 hours a week with a reference librarian on duty much of this time to provide assistance and informal instruction in the use of the Library.

PLACEMENT OFFICE

The College operates a Placement Office to assist students and alumni seeking permanent or summer employment. The Placement Office maintains a register of positions available, a roster of students seeking employment, and a file of materials to assist those entering the labor force. Upon request, it also forwards to potential employers the credentials of any individual registered with the Office and makes arrangements for employers to interview job candidates on campus.

ALUMNI ASSOCIATION

The Georgia College Alumni Association is almost as old as the College itself. Established in 1882 and incorporated in 1972, the association has two main purposes: promoting the interests of Georgia College and establishing mutually beneficial relations between the College and its alumni. The work of the organization is coordinated through an Executive Board whose goals are accomplished through a director and staff in the Office of Alumni Affairs. This office is located in the William Bone Alumni House, located at 141 South Clark Street, one block from the campus square. A homecoming event is held each year in latter April, in conjunction with Alumni weekend.

INDEPENDENT STUDY PROGRAM

The Georgia Center for Continuing Education of the University of Georgia maintains an Independent Study Office at Georgia College. Students must be in good-standing academically in order to register for a course through the Independent Study Program.

For further information write to Coordinator of Independent Study, Georgia College, Milledgeville, Georgia 31061.

HOME ECONOMICS CHILD AND FAMILY CENTER

Students, faculty, and community residents may obtain applications for the Center by requesting them from the office of the Department of Home Economics or the Director of the Center.

PUBLIC SERVICES AND CONTINUING EDUCATION

Continuing education programs are offered and conducted by Georgia College through the Office of Public and Community Services in all academic areas of interest. In addition to the continuing education activities of the various schools and departments, the college coordinates programs both on and off-campus. These courses are offered as refreshers to provide additional background for further study, developed along cultural lines or for some special group, and for persons who might desire to renew or update skills.

RESEARCH SERVICES

Faculty and students needing assistance with securing external funds for their research and related scholarly activities are encouraged to use the Office of Research Services. Identification of potential financial sponsors, assistance with grant proposal preparation, and maintenance of up-to-date information on government and private funding sources are just a few of the services provided. The Georgia College Faculty Research Fund and the Georgia College Research Publication Fund are administered through the office. Approval of projects involving human research subjects should be directed to the Georgia College Human Use Institutional Review Board through the Office of Research Services.

INTERCOLLEGIATE ATHLETICS

Georgia College competes in seven varsity sports. The women compete in basketball, gymnastics, and tennis. Scholarships are awarded to women athletes in strict compliance with the by-laws of the Association for Intercollegiate Athletics for Women (AIAW). Affiliations include the AIAW as well as the Georgia Association of Intercollegiate Athletics for Women (GAIAW). The men compete in baseball, basketball, soccer, and tennis. Scholarships are awarded to male athletes in strict compliance with the by-laws of the National Association of Intercollegiate Athletics (NAIA), and the Georgia Intercollegiate Athletic Association (GIAC).





PUBLIC AND COMMUNITY SERVICES

PUBLIC AND COMMUNITY SERVICES

The Office of Public and Community Services administers a number of educational and educationally related programs which are conducted on the campus of Georgia College as well as in communities throughout Middle Georgia.

ADULT NON-CREDIT PROGRAMS

Each quarter, and at special times during the year, programs of non-credit are scheduled for the community. These courses are in the form of seminars, institutes, workshops, short courses, films, concerts and lectures designed to assist the participant to develop his own professional capacities or to enrich his personal life. Admission to any non-credit courses is by interest only and the payment of a nominal fee. There are no formal admission requirements. A mailing list is maintained for persons wishing to receive a brochure of these non-credit offerings. Individuals wishing to pursue study in any educational, cultural, or professional area are invited to suggest possible courses to the director.

CONTINUING EDUCATION UNIT (CEU)

The University System of Georgia has established and the Southern Association of Colleges and Schools requires the use of the Continuing Education Unit (CEU) as a measuring device for non-credit programs offered by System institutions. The Office of Public and Community Services administers the implementation of the CEU. The CEU, as defined by the Southern Association, is: "One continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU attests to an individual's efforts to continue learning regardless of his age or previous educational accomplishments.

There are three categories of programs in the CEU procedures and for Category I programs only are permanent records for each participant maintained by the College registrar with transcripts available upon request. Normally, only programs which are oriented toward occupational skills and knowledge are considered for Category I by the College. The CEU is not transferrable for academic credit.

COMMUNITY SERVICES

A college campus is a tremendous resource for a community, and the physical and human resources of the College are available to assist individuals and groups to develop educationally related programs and to work on resolving community problems. College personnel are available as resource persons, consultants, speakers, group leaders, or as representatives of the College to serve on community oriented projects. Under certain conditions, the facilities of the College may be used to present educational programs to large and small numbers of people by local organizations. The Office of Public and Community Services is available to assist individuals and groups plan, develop, and conduct educational or educationally related projects or programs.

SPECIALIZED INSTITUTES AND PROJECTS

Georgia College recognizes that many of the complexities of modern life are such that many current problems do not lend themselves to solution within traditional academic lines of study. To direct the College's resources to addressing these multifaceted problems, special institutes have been established where problems seem especially acute and where a number of faculty possess unusual competence.

While the specific purposes of the institutes vary, they share the same general objective: To make the resources and services available to the communities throughout the area in whatever form these services can best be used.

FIELD SERVICES

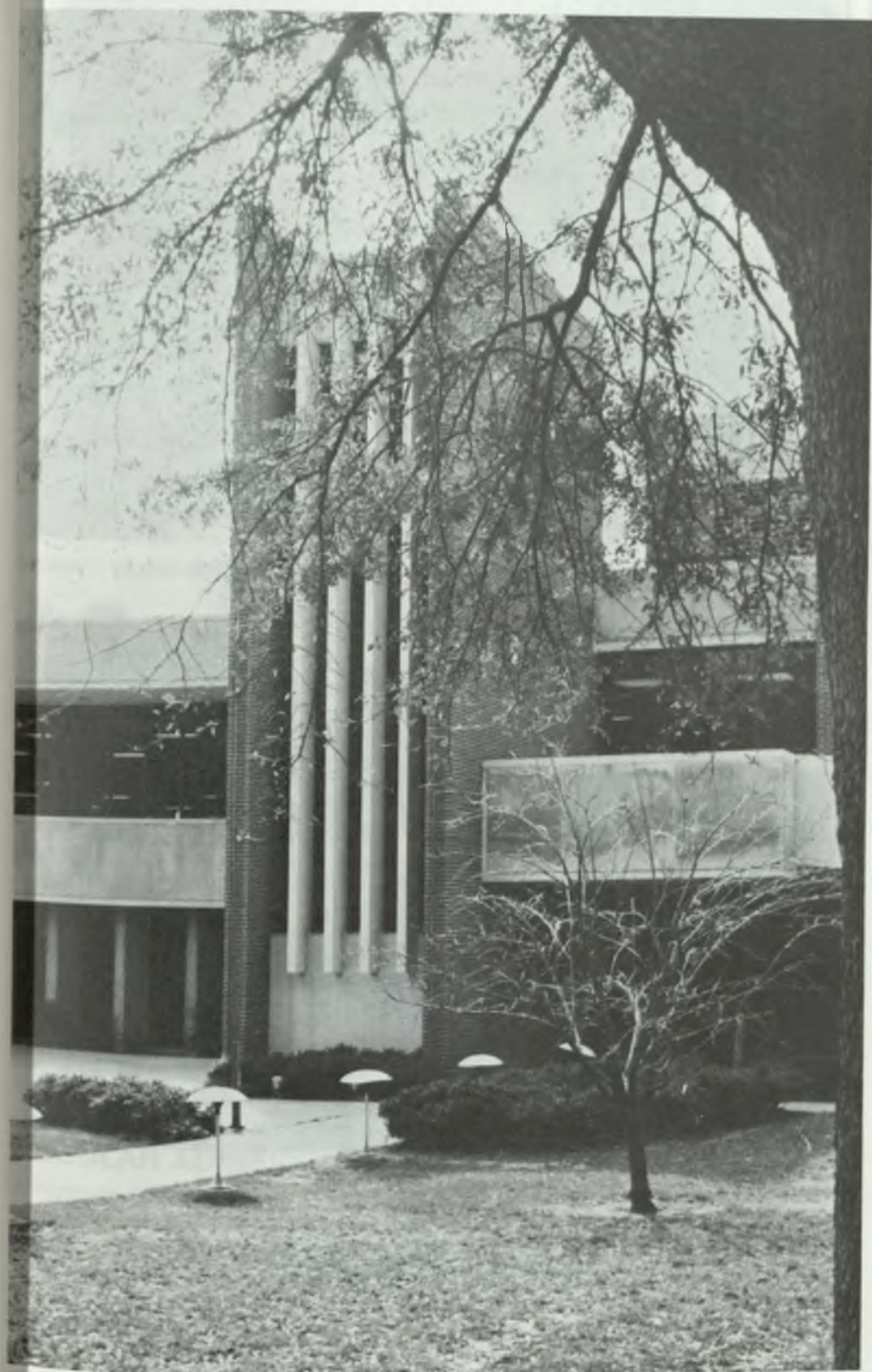
The resources of the College are many and varied; the problems which individuals, organizations, and communities face are also many and varied. The Office of Public and Community Services was established to provide an interface to assist in the identification, resolution, and education of issues and concerns. The Office of Public and Community Services can respond to requests from groups by helping them to formulate and suggest the type of specialized assistance which might be available. Oftentimes problems can only be studied and resolved at the location in which they occur. Georgia College is prepared to provide these on-site services in the Middle Georgia Area.

SUMMARY

Public Services' continuing education programs at Georgia College are designed to aid persons in the Middle Georgia Area to continue their education and to assist in resolving problems encountered in their community. The Office of Public and Community Services desires to learn the needs and interests of area residents, particularly adults, which can be met by the College. Efforts will be made to identify resources located in the College and the community for developing appropriate educational programs or for providing services to meet these needs and interests.

For additional information contact:

Director, Public and Community Services
Georgia College
Milledgeville, GA 31061
(912) 453-5277





ADMISSIONS

ADMISSIONS

NOTE: All undergraduate applications for admission are submitted to:

The Director of Admissions
Georgia College
Milledgeville, Georgia 31061

Admissions decisions are made on the basis of the minimum requirements stated below. Admission to Georgia College is not necessarily a guarantee of admission to a particular school or major area. (See School or department section of this catalog for any additional requirements).

Georgia College is open to all qualified students without regard to race, creed, national origin, sex, or handicap.

Application forms may be obtained from the Admissions Office. After an application is submitted, the applicant receives instructions as to items needed to complete his application file and is given a decision very soon after those items have been submitted. An applicant may not register until all required information has been submitted.

Minimum requirements for various types of admissions are stated below:

ADMISSION OF FRESHMAN APPLICANTS

REGENTS' POLICY

The Board of Regents of the University System of Georgia established at its November 1978 meeting the following policy related to the admission of freshmen:

"Effective fall quarter 1980, a minimum academic achievement level (will) be established for admission to the institutions of the University System of Georgia. Any student who has a high school grade point average, based on 'academic' course work only, of less than 1.80 and a verbal Scholastic Aptitude Test score of less than 250, and a quantitative (mathematics) Scholastic Aptitude Test (score) of less than 280 will be denied admission."

Individual institutions in the University System of Georgia are permitted to set higher standards than those quoted above. Georgia college is now considering this question and probably will set higher standards than the required minimums for fall 1980. Therefore, students who apply for admission for Fall Quarter 1980 should expect to supply to the Director of Admissions information in time for a decision to be made and communicated back to them regarding their admissions status.

REGULAR ADMISSION

A freshman applicant must be able to submit evidence of graduation from an accredited high school, or the equivalent. A complete transcript of high school work, or evidence of high school equivalency (normally a GED certificate) is required. Scores on the Scholastic Aptitude Test are also required. Students who score below a certain level on the SAT may be required to enroll in non-credit Special Studies courses, depending upon additional tests they take at Georgia College.

EARLY ADMISSION

Georgia College recognizes outstanding achievement in high school by admitting some applicants who have completed the eleventh grade with at least fifteen units, but who have not graduated from high school. Special interviews, SAT scores, and recommendations from school authorities help the College decide upon admissions in this category.

JOINT ENROLLMENT

The College cooperates with nearby high schools in a joint enrollment plan for students eligible to enroll in regular college courses. The student remains enrolled in high school and, at the same time, takes college courses as approved by high school officials and the college registrar. This is normally allowed only in a student's senior high school year.

ADMISSION OF TRANSFER APPLICANTS

Transfer applicants follow the same procedures as freshman applicants, except that transfer applicants are not necessarily required to submit their high school records and SAT scores.

A person will be considered a transfer applicant who presents more than seventeen quarter hours of acceptable credits from another college accredited by the appropriate regional accrediting agency. Those with less than seventeen hours of credit will comply with both freshman and transfer admission requirements.

A transfer applicant must:

1. have a satisfactory cumulative average at his previous college; and
2. be eligible to return there immediately.

A maximum of 101 quarter hours of credit may be accepted from a junior college. A maximum of 126 quarter hours may be transferred from a senior college, or a combination of junior and senior colleges. (At least 60 of the minimum 186 quarter hours for a degree must be completed in residence at Georgia College).

A maximum of 45 quarter hours may be taken through extension and home study courses. This total includes any home study courses offered by the staff at Georgia College.

A few programs at Georgia College require transfer students to validate some of the work which they plan to use to satisfy major requirements. Transfer students should review the section of this catalog which describes the program in which they wish to major to see if this requirement applies to them.

OTHER TYPES OF ADMISSION

PART-TIME APPLICANTS

Admitted applicants may take less than a full load if appropriate. Admission requirements are the same as for those taking a full load.

APPLICANTS FOR TRANSIENT STATUS

Transient status means that a student is admitted to Georgia College for a specified period of time, normally a single quarter, with the understanding that he is to return to his own college at the opening of the next quarter.

An applicant for transient status submits a statement from his dean or registrar that he is in good standing and has permission to take specific courses at Georgia College for which credit will be awarded when satisfactorily completed. Transcripts of College work completed elsewhere are not usually required of such applicants, since they are not admitted to full standing at Georgia College.

APPLICANTS FOR SPECIAL STUDENT STATUS

The Director of Admissions may approve certain applicants who wish to take courses only for personal enrichment or advancement. Students admitted on this basis are not degree candidates and are not assigned an academic adviser. The College assumes no responsibility for planning programs for special students, and there is no guarantee that the work taken as a special student will count toward a degree if the student later qualifies for regular admission.

VETERAN STUDENTS

The University System recognizes that there are many advantages for educational advancement while serving the armed forces of the nation. To enable students to apply such training on formal education programs leading to standard degrees, the University System will grant credit according to the recommendations of "A Guide to the Evaluation of Educational Experiences in the Armed Services," published by the American Council on Education. Recommendations as to the amount of credit have already been made for many of the service schools. Credit in other service educational programs may be established by comprehensive examination administered by the Armed Forces Institute or by similar examinations administered by the institution concerned in the University System.

APPLICANTS FOR CONSTITUTIONAL AMENDMENT 23 ADMISSION

Georgia Residents who are 62 years of age or older, and who meet all regular and special admission requirements for this category, may register for classes and receive credit without payment of tuition and fees on a space-available basis. (Contact the Office of Admissions for detailed information).

READMISSION OF FORMER GEORGIA COLLEGE STUDENTS

Readmission is not automatic for those formerly enrolled at the College. A student wishing to return must give the Director of Admissions sufficient notice to allow action by the appropriate Dean. (Readmission application forms are available in the Office of Admissions).

ADVANCED PLACEMENT AT THE TIME OF ADMISSION

Advanced placement at the time of admission to Georgia College may be granted as a result of:

1. A score of three or higher on tests administered in conjunction with the Advanced Placement Program of the College Entrance Examination Board;
2. A score of 50 or higher on certain tests given by the College Level Examination Program (CLEP); and/or
3. Transfer credits from other accredited colleges and universities.

NOTE: All advanced placement is limited by the requirement that 45 of the last 60 and 60 of the last 90 quarter hours of credit toward a Georgia College degree must be earned in residence at this College. There are special limitations regarding the CLEP which appear in the CLEP brochure available from the Director of Testing, Kilpatrick Education Center.

ADMISSION OF GRADUATE STUDENTS

An applicant who has completed all requirements or has received the Bachelor's degree from an institution accredited by a regional professional accrediting association may be admitted to the College as a graduate student for a program leading to an advanced degree or as a graduate non-degree student seeking professional certification or personal enrichment. Applicants desiring to enroll in the Graduate School should consult the Graduate School Catalog for admission requirements and procedures. Applicants should contact the Dean of the Graduate School, Georgia College, Milledgeville, Georgia 31061 for catalog, application forms, and information on graduate assistantships.





EXPENSES

EXPENSES

As a unit of the University System of Georgia, Georgia College is a state-supported institution. As such, it makes no tuition charge for residents of Georgia.

The basic charges are as follows:

GENERAL FEES

	Academic	Health	Activity	Total
STUDENTS TAKING 12 OR MORE QUARTER HOURS:				
Legal Residents of Georgia	\$153.00	\$10.00	\$25.00	\$188.00
Non-Residents	415.00	10.00	25.00	450.00
STUDENTS TAKING LESS THAN 12 QUARTER HOURS				
11 QUARTER HOURS				
Legal Residents of Georgia	143.00	10.00	25.00	178.00
Non-Residents	385.00	10.00	25.00	420.00
10 QUARTERS				
Legal Residents of Georgia	130.00	10.00	25.00	165.00
Non-Residents	350.00	10.00	25.00	385.00
9 QUARTER HOURS				
Legal Residents of Georgia	117.00	10.00	25.00	152.00
Non-Residents	315.00	10.00	25.00	350.00
8 QUARTER HOURS				
Legal Residents of Georgia	104.00	10.00	25.00	139.00
Non-Residents	280.00	10.00	25.00	315.00
7 QUARTER HOURS				
Legal Residents of Georgia	91.00	10.00	25.00	126.00
Non-Residents	245.00	10.00	25.00	280.00
6 QUARTER HOURS				
Legal Residents of Georgia	78.00	10.00	25.00	113.00
Non-Residents	210.00	10.00	25.00	245.00
LESS THAN 6 QUARTER HOURS (Calculated Per Hour)				
Legal Residents of Georgia	13.00	None	None	13.00
Non-Residents	35.00	None	None	35.00

DORMITORY CHARGES

Per quarter \$160.00 to 175.00

FOOD SERVICE

The following choices are available:

2 meals a day Monday through Friday . . .	\$207.00
14 meals a week	230.00
21 meals a week	245.00

All dormitory residents must have one of the meal plans.

All charges are based on current prices. The right to adjust these charges to meet changing conditions is reserved by the College.

PAYMENT OF COLLEGE EXPENSES

Students are expected to meet all financial obligations when they fall due. Georgia College reserves the right to deny admission, to withhold transcripts and other education records, or drop any student who fails to meet promptly his financial obligations. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines, and other requirements, by referring to the official calendar of events in the catalog, printed and posted announcements or through other means from time to time.

All student fees and charges are due and payable at the time stated in the calendar. A student is not officially registered until all fees and charges are paid.

Checks—If the student's bank does not honor the demand for payment and returns the check unpaid, the student is subject to payment of the maximum late payment fee, plus returned check charge of \$5.00. If payment is not cleared promptly, the student's registration is subject to cancellation and legal action.

DEPOSITS REQUIRED

All deposits received will be credited to the student's account. Deposits are non-transferable.

ROOM RESERVATION DEPOSIT (\$35.00)—Required of all students expecting to live in College student housing. Students registering for the first time will send this deposit with Request for Room form when requested to the Dean of Students. Students currently enrolled will pay this deposit at the Business Office prior to assignment of rooms. Room Reservation Deposit is refundable only when written request for cancellation and refund is received by the Director of Admissions or Student Affairs Office 30 days prior to the registration date for the specific quarter.

SPECIAL DEPOSITS

KEY DEPOSIT (\$5.00)—Required of students issued keys. Refundable upon return of key.

SPECIAL FEES

APPLICATION FEE (\$10.00)—A non-refundable fee is required of all students applying for admission to the College. The fee will be sent with the application for admission.

GRADUATION FEE (\$10.00)—This fee is required of all degree candidates and is payable at the time that *Graduation Application* or *Formal Application for Degree or Diploma Request* is/are made. The fee is non-transferrable and non-refundable. It entitles the student to one (1) diploma and use of academic regalia.

LABORATORY FEE—Certain college departments may charge a laboratory fee in courses requiring extra materials or services of instruction. These fees are indicated in the course descriptions.

LATE PAYMENT FEE (\$5.00 TO \$10.00)—Students who fail to make payment of fees and living expenses at the time provided in the College calendar will be charged a late fee of \$5.00 for the first day and \$1.00 for each additional day to a maximum of \$10.00.

OFF-CAMPUS COURSES—The College offers courses throughout our service area. The cost for these courses is contingent upon the program under which they are offered.

TRAFFIC AND PARKING VIOLATION FEES—Each year the College prints an up-to-date set of traffic and parking regulations. These are available upon request from the Public Safety Department. Violation of these regulations can result in a traffic ticket being issued to the offender. Tickets are issued by members of the Public Safety Department, and every Officer is a deputized law enforcement officer of Baldwin County. The fine as indicated on the ticket is collected by the cashier at the Business Office.

TRANSCRIPTS OF RECORD FEE (\$1.00)—One full transcript of work completed will be furnished without charge. A fee will be charged for each additional single copy.

RETURNED CHECK CHARGE (\$5.00)—Any check is accepted provisionally, in lieu of cash, and the presumption is made that it will be honored when presented for payment at the bank. Any check returned unpaid will result in a charge of \$5.00 to the person from or for whom the check was accepted.

MUSIC FEES

PRIVATE LESSONS (APPLIED MUSIC)—These fees are in addition to regular course fees.

Instruction in piano, voice, and orchestral instruments, one-half hour lesson each week, each quarter.	\$20.00
Instruction in organ, one hour lesson each week, each quarter.	\$42.00

HOUSING COST AND REGULATIONS

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of at least 10 hours each quarter.

Rooms may be occupied only upon assignment by the Office of Student Affairs, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The Student Affairs office reserves the right to make all final decisions on assignments. Private rooms will be charged at the prevailing rate according to the dormitory.

REFUND POLICY

Students may expect requested refunds within 30 days of the beginning of the quarter or date of the request, whichever is later.

REFUND FOR REDUCTION OF COURSE LOAD

A student who elects to drop a course for which he has registered and paid fees shall receive a refund of fees only if notice is given to the Registrar and to the Business Office on or before the last day to make course changes without fee penalty as indicated in the College

calendar. Such student shall then be charged at the per quarter hour rate applicable to the remaining number of quarter hours for which he is registered.

Please note: If reduction of course load results in no (0) hours remaining registered for that quarter, formal withdrawal is necessary. See also below.

REFUND FOR WITHDRAWAL

Withdrawal from the College must begin with formal approval from the Student Affairs office.

THE FOLLOWING REGULATIONS APPLY TO THE MATRICULATION FEE WHEN FORMAL WITHDRAWAL IS APPROVED:

Students who formally withdraw prior to or during one week following the scheduled registration date are entitled to a maximum refund of 80% of the matriculation fee paid for that quarter.

Students who formally withdraw during the period between one and two weeks after the scheduled registration date are entitled to a maximum refund of 60% of the matriculation fee paid for that quarter.

Students who formally withdraw during the period between two and three weeks after the scheduled registration date are entitled to a maximum refund of 40% of the matriculation fee paid for that quarter.

Students who formally withdraw during the period between three and four weeks after the scheduled registration date are entitled to a maximum refund of 20% of the matriculation fee paid for that quarter.

Students who withdraw after a period of four weeks has elapsed from the scheduled registration date will be entitled to no refund.

Because the College must enter into contracts in advance for services relating to the Student Activities Program and Health Services for students, no refund of the fees paid to support these services will be made.

Because of the specific nature of the instruction of Applied Music, no refunds of these fees will be made.

REFUND FOR STUDENT HOUSING

Upon formal withdrawal from the College or approved vacating of student housing:

First Week	80%
Second Week	60%
Third Week	40%
Fourth Week	20%
Beyond Fourth	—0—

REFUND FOR FOOD SERVICE

After payment and/or being assigned a meal ticket, upon surrender of the meal ticket, refund will be prorated for meals remaining with a \$5.00 penalty.

NON-RESIDENT STUDENTS

Non-Resident Tuition—A tuition fee of \$22.00 per quarter hour up to a maximum of \$262.00 per quarter is paid during the registration period at the beginning of each quarter by students who do not qualify as residents of the State of Georgia. This fee is in addition to matriculation fee.

STUDENT RESPONSIBILITY—The responsibility of registering under the proper residence classification is that of the student, and if there is any question of his right to classification as a resident of Georgia, it is his obligation, prior to or at the time of his registration, to raise the question with the administrative officials of the institution in which he is registering and have his status officially determined. Failure to give complete and accurate information regarding residence will constitute grounds for disciplinary action.

DEFINITION OF RESIDENCE—To register as a legal resident of Georgia at an institution of the University System a student must establish the following facts to the satisfaction of the registering officer:

- A. (a) If a person is 18 years of age or older, he or she may register as a resident student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
 (b) No emancipated minor or person 18 years of age or older shall be deemed to have gained or acquired in-state residence status for fee purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
- B. If a person is under 18 years of age, he or she may register as a resident student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
- C. A full-time faculty member of the University System and his or her spouse and dependent children may register on the payment of resident fees even though he or she has not been a legal resident of Georgia for the preceding twelve months.
- D. Non-resident graduate students who hold teaching or research assistantships requiring at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.
- E. Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in the University System institutions on the payment of resident fees, when such teachers have been legal residents of Georgia for the immediately preceding nine months, were engaged in teaching full time during such nine-month period, and have been employed to teach full time in public schools of Georgia during the ensuing school year.
- F. All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence shall have the same privilege of qualifying for resident status for fee purposes as a citizen of the United States.
- G. Foreign students who attend institutions of the University System under financial sponsorship of civic or religious groups located in this State, may be enrolled upon the

payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

- H. If the parents or legal guardian of a minor change their legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve-month period the student may continue his registration only upon the payment of fees at the non-resident rate.
- I. In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of court appointment and then only upon proper showing that such appointment was not made to avoid payment of the non-resident fees.
- J. Military personnel, and their dependents, stationed in Georgia and on active duty, except military personnel assigned to System institutions for educational purposes, shall pay the same fees assessed residents of Georgia.
- K. *Hearings on Appeals of Resident Classification* — The Executive Secretary of the Board shall act as the hearing officer to conduct hearings on all appeals by students or others concerning classification of students as residents and non-residents and filed with the Board pursuant to the provisions of Article IX of the Bylaws. The Executive Secretary shall investigate the matter thoroughly and submit his recommendations to the Board for decision within the time required by said article of the Bylaws.
- L. Career Consular Officers and their dependents who are citizens of the foreign nation which their Consular Office represents, and who are stationed and living in Georgia under orders of their respective governments, shall be entitled to enroll in the University System institutions on payment of resident fees. This arrangement shall apply to those Consular Officers whose nations operate on the principle of educational reciprocity with the United States.

TEXTBOOKS AND SUPPLIES

Textbooks and school supplies, as well as other student needs, are available in the College bookstore. The cost of books and supplies will vary with the courses elected by the individual student. A fair estimate of this cost is from \$40.00 to \$60.00 for the initial quarter of attendance. Subsequent quarters usually cost less, depending upon the student's schedule of class work.

Students enrolled in physical education activity classes are required to wear an official uniform. These uniforms may be purchased from the College Bookstore.

Freshmen who will take English 101 must purchase a particular hardback dictionary. The correct dictionary will be available in the College Bookstore, but those wishing to know in advance which dictionary is required for any particular year should contact the College Bookstore or Director of Composition, Department of English and Speech.



1974 PHILADELPHIA UNIVERSITY
MILLSBORO, DELAWARE



FINANCIAL AID

FINANCIAL AID

Georgia College awards financial assistance in order that qualified applicants may have the opportunity to achieve a college education regardless of the financial circumstances of the family. Scholarships, grants, loans, and student employment are available to accomplish this purpose.

The College is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Financial Aid Form (FAF) to the College Scholarship Service designating Georgia College as a recipient. The FAF may be obtained from a secondary school or the College Scholarship Service, P.O. Box 2700, Princeton, New Jersey 08541. Copies of this form may be obtained from the Georgia College Office of Financial Aid.

ACADEMIC REQUIREMENTS

Academic requirements vary for each type of assistance. To qualify for a scholarship, an above average academic record is required. Barely admissible candidates may be required to attain a satisfactory academic record for one quarter before receiving financial assistance.

APPLICATION PROCEDURE

Applications for financial assistance may be secured from the Office of Financial Aid. A single application enables the student to receive consideration for all types of assistance awarded by the College. To receive full consideration applications and FAFs must be received by April 15.

RENEWAL OF FINANCIAL AID

The financial aid recipient may continue to receive assistance as long as he is enrolled at the college provided he (1) continues to be in need of assistance, (2) reapplies annually at the prescribed time, and (3) makes normal progress toward graduation.

SCHOLARSHIPS AND ENDOWMENTS

ATLANTA FEDERAL SAVINGS SCHOLARSHIP

The Atlanta Federal Savings and Loan Association provides a scholarship of \$500 for an incoming freshman and a scholarship of like amount to a senior. Recipients must be residents of Fulton, DeKalb, Cobb, Clayton, Gwinnett, or Coweta Counties. Preference shall be given to business majors.

J. L. BEESON SCHOLARSHIP FUND

The J. L. Beeson Scholarship Loan Fund, established in 1939 by Dr. J. L. Beeson, third president of the College, was made available for scholarships in 1953.

MILLER R. BELL MEMORIAL SCHOLARSHIP FUND

In 1961 the family and friends of Miller R. Bell established a permanent scholarship fund in his honor. Mr. Bell, a Milledgeville resident all his life, was a member of the Board of Trustees of The Foundation of Georgia College and was a member of the Board of Regents of the University System of Georgia.

CORRIE HOYT BROWN FUND

The Corrie Hoyt Brown Fund was established in 1919 by George M. Brown in memory of his wife, Corrie Hoyt, and his daughter, Corrie Hoyt Brown. Preference is given to residents of Atlanta and of Baldwin and Liberty Counties.

J. HARRIS CHAPPELL MEMORIAL SCHOLARSHIP FUND

The former J. Harris Chappell Memorial Loan Fund, established by faculty and students as a memorial to Dr. Chappell, first president of the College, was made available for scholarships in 1953.

FACULTY SCHOLARSHIP FUND

This fund, originally a loan fund, was established by the faculty in 1903-04 as a memorial to deceased members of the faculty. It has been increased by voluntary contributions from the faculty and by donations from several senior classes and now serves as a scholarship fund.

B. H. LOWE SCHOLARSHIP FUND

This scholarship fund, established by Bettie Harris Lowe, is used to defray the expense of students who need financial assistance in order to attend Georgia College. Preference is given to students of Pulaski County first and Macon County second; however, students from any other Georgia county are eligible.

THOMAS E. MITCHELL FUND

In 1926 Dr. Thomas E. Mitchell of Columbus made a gift to a fund to assist Georgia students. A limited number of scholarships is granted from this fund annually.

THE LOWE SCHOLARSHIP FUND

The fund, established as a memorial to Ellison Homer Lowe and Hattie Jones Lowe, provides scholarships for students who have had an outstanding record during their first two years at Georgia College and who need financial assistance to continue their studies.

SYLVESTER MUMFORD MEMORIAL FUND

In the will of the late Goertner E. Mumford Parkhurst of Washington, D.C., Georgia College was one of the residuary legatees. The earnings from the fund are to be used to educate students from Brantley County, Georgia, as selected by College officials.

MAX NOAH SCHOLARSHIP FUND

Established by the students of Dr. Max Noah, this fund is used to aid rising junior and senior music majors selected by competitive auditions.

MILLEDGEVILLE ARTS ASSOCIATION AWARD

Provides an annual cash award for an outstanding rising sophomore art major. Requisites are high academic and creative achievement.

THEODORE PRESSER FOUNDATION AWARD

The Department of Scholarships of the Presser Foundation provides awards annually for undergraduate students preparing to become music teachers.

REGENTS SCHOLARSHIP FUND

The Board of Regents awards scholarships annually through the institutions of the University System of Georgia. Recipients must be residents of Georgia in need of financial assistance to attend college. High academic potential and achievement are also requisites.

SHELNUTT MEMORIAL SCHOLARSHIP

This fund was established by Mr. and Mrs. Leon A. Shelnutt as a memorial to their daughter, Helen Elaine.

MARTHA ERWIN SIBLEY SCHOLARSHIP

An award of \$800 will be given to the young lady entering the Senior Class who has the highest academic average at the conclusion of her junior year.

An award of \$400 will be given to the young lady entering the Junior Class who has the highest academic average at the conclusion of her sophomore year.

ANNA BROWN SMALL SCHOLARSHIP FUND

This fund was established in 1912 by Mrs. Clem Steed Hardman of Macon, as a memorial to her mother.

HALLIE CLAIRE SMITH SCHOLARSHIP FUND

Established in 1953 by the faculty and by the students and friends of Hallie Claire Smith as a memorial to her, this scholarship fund is available to students needing financial aid.

BLANCHE TAIT SCHOLARSHIP FUND

Established in 1953 by the faculty and by the students and friends of Blanche Tait as a memorial to her, this scholarship is available to students needing financial aid.

AGNES GREEN MARTIN FUND

Established in 1958 by Mrs. Martin to assist students in need of help.

ALUMNI SCHOLARSHIPS

From the Alumni Fund the Alumni Association of the College grants scholarships to assist students currently enrolled at Georgia College. Information may be obtained by writing the Director of Alumni Affairs, Georgia College, Milledgeville, Georgia 31061.

EDDIE NEELY ANDERSON AWARD

This tuition grant is awarded annually by a graduate of the Class of 1917, on the basis of excellence in academics. It is open to students in the rising senior class.

ATLANTA ALUMNI CLUB SCHOLARSHIP

This tuition scholarship is awarded annually on the basis of excellence in academics. It is open to men and women who are third quarter juniors.

LOUISE McWILLIAM CHRISTIAN CHEMISTRY AWARD

This grant is provided annually by a graduate of the Class of 1927 to the outstanding Junior chemistry major. Selection is made by the science faculty.

HARRIETTE L. DONAHOO LEADERSHIP AWARD

This memorial to the former dean of student activities was established by Dr. and Mrs. James Land and former students. It is awarded annually to a student who has exhibited outstanding leadership in student affairs.

THE BETTY BOYD LOVE LEADERSHIP AWARD

An annual tuition scholarship is awarded to the senior woman whose academic achievement and demonstrated leadership on campus is most exemplary. The award is a memorial to a graduate of the Class of 1945 who distinguished herself as an undergraduate in student government and academics.

BERNICE BROWN McCULLAR GRANT

A memorial to the 1924 graduate who distinguished herself in journalism, education and telecommunication.

ROTATING MEMORIAL SCHOLARSHIP

This full-tuition award is given each year in honor of a number of faculty and administrators through bequests and substantial donations by former students. Among those honored are Guy H. Wells, Ethel A. Adams, Mary B. Brooks, Mary Thomas Maxwell, Lutie Neese, James Stokes, Nan B. Miller, E. Mae Jones, and Marie E. Williams.

THE FLANNERY O'CONNOR SCHOLARSHIP AWARD

From the O'Connor endowment an award will be available annually to a student enrolled at the college who shows outstanding literary promise. The scholarship award will be open to students of all class divisions, both undergraduate and graduate, and selection will be based on the decision of a scholarship committee.

WASHINGTON, D. C. ALUMNI CLUB SCHOLARSHIP

Established by the Georgia College Alumni Club of Washington, D. C., to assist women students of exceptional academic standing.

GRANTS

EDUCATIONAL OPPORTUNITY GRANTS (BASIC AND SUPPLEMENTAL)

The College participates in the Federally supported Educational Opportunity Grants Programs.

The Basic Educational Opportunity Grant Program is a Federal aid program designed to provide financial assistance to those who need it to attend post-high school educational institutions. Basic Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. The amount of your Basic Grant is determined on the basis of your own and your family's financial resources.

The Supplemental Educational Opportunity Grant program is designed to aid students with critical needs beyond what the Basic Grant can meet. Supplemental Educational Opportunity Grants are always matched equally with other types of assistance. These awards are often renewable throughout four years of undergraduate study, provided the student remains in good standing with the College and adequate funds are available.

LAW ENFORCEMENT EDUCATION PROGRAM

This program provides and encourages training, education, and research for the purpose of improving law enforcement. The eligible student must be in-service to receive this aid.

The LEEP assistance consists of grants of up to \$250 per academic quarter.

LOAN FUNDS

NATIONAL DIRECT STUDENT LOANS

The College participates in the National Direct Student Loan program. Students enrolled at least one-half time and in need of assistance to meet educational expenses are eligible to receive these loans.

The undergraduate student in need of assistance may borrow as much as \$1000 per year of a total of \$5000 from this source. Repayment begins nine months after the student completes his studies, and no interest accrues until the repayment period begins. Interest at the rate of 3 percent is charged from the beginning of the repayment period until the loan is fully repaid.

The legislation provides for partial cancellation of principal and interest for teaching and for military service under conditions outlined in the Act.

NURSING STUDENT LOAN PROGRAM

Under this program nursing students (not eligible for National Direct Student Loans) who are in need of financial aid and are enrolled at least half-time may borrow a portion of the cost of attending college. Repayment begins nine months after completion of nursing studies and no interest accrues until the re-payment date.

SPECIAL LOAN FUNDS

Additional funds have been established to be administered by the College as educational loans as follows:

Eleanore C. Hess Nursing Loan Fund
Jane Coleman Allen Daughtry Loan Fund
Callie Christie Belle D.A.R. Loan Fund
Lizzie Dennard Wimberly Bridges Loan Fund
History Club Loan Fund
Sylvester Mumford Fund
Alice Walker Shinholser Memorial Funds No. 1 and 2
Fannie Trammell D.A.R. Fund
Grace Beatty Watson Loan Fund

LOAN FUNDS

Philo Sherman Bennett Loan Fund
Morel Fund
Joseph M. Terrell Loan Fund
Thomaston Mills Loan Fund
Antoinette Smith Jenkins Loan Fund
Charles D. Moore Loan Fund

GEORGIA NATIONAL GUARD STUDENT LOAN PROGRAM

This is a State Direct Student Loan cancelable by service for eligible members of the Georgia National Guard. The student must be a full-time undergraduate, and he must not have attained his thirty-first birthday.

The National Guard member is limited to a maximum of \$500 per academic year for five (5) years.

OTHER SOURCES OF FINANCIAL AID

GUARANTEED LOANS

Under the Guaranteed Loan Program loans are arranged through private banks and other financial institutions. Interest is paid by the Federal Government until the student completes his education. The amount of such loans depends upon financial need. In Georgia this loan program is administered by the Georgia Higher Educational Assistance Corporation, 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 30084.

A list of financial institutions participating in the program may be obtained by contacting GHEAC. Students who are residents of other states may inquire about this loan by contacting their state's coordinating agency or United Student Aid Funds, 845 Third Avenue, New York, N.Y. 10022.

PICKETT AND HATCHER EDUCATIONAL FUND

This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of Nehi Corporation and its predecessors. In his will Mr. Hatcher set aside a substantial sum to assist students. Immediate response will be given to requests for information. Correspon-

dence should be addressed to: Pickett and Hatcher Educational Fund, P.O. Box 2128, Columbus, Georgia 31902.

STATE SCHOLARSHIP COMMISSION

The Georgia State Scholarship Commission awards scholarships to those pursuing paramedical studies such as medical technology, physical therapy, and medical records librarianship. These awards may be for as much as \$1000 per year depending upon the student's need.

Additional information and applications may be obtained by contacting Georgia Higher Ed. Assoc. Corp., 9 LaVista Perimeter Pk., Suite 110, 2187 Northlake Parkway, Atlanta, Georgia 30084.

STUDENT EMPLOYMENT

Approximately thirty percent of the College's students hold part-time jobs on campus. Students fill a variety of positions in administrative offices, departmental offices, the library, science laboratories, cafeteria, residence halls, and elsewhere.

To be eligible for job placement, one must either be accepted or enrolled in good standing at the College.

Job applications may be obtained from the Office of Financial Aid.

COLLEGE WORK-STUDY PROGRAM

Students who need to earn a portion of their college expenses are eligible for employment under the federally supported College Work-Study Program. Students in this program may work fifteen hours a week while classes are in session and forty hours a week during vacation periods.

GEORGIA COLLEGE WORK-STUDY PROGRAM

The Georgia College Work-Study Program provides additional opportunities for students to secure campus employment. Qualifications are similar to those for the College Work-Study Program, and a single application allows the applicant full consideration for either program.

VETERANS' SERVICES

In addition to regular veterans' benefits, veterans are eligible for financial assistance through the work-study program, loans, refresher training, and tutorial allowances. For further information, contact the Veterans Administration Regional Office, 730 Peachtree Street, N.E., Atlanta, Georgia 30308. The Georgia College Registrar maintains veterans' certification services in Parks Hall, room 309.

GEORGIA INCENTIVE SCHOLARSHIP

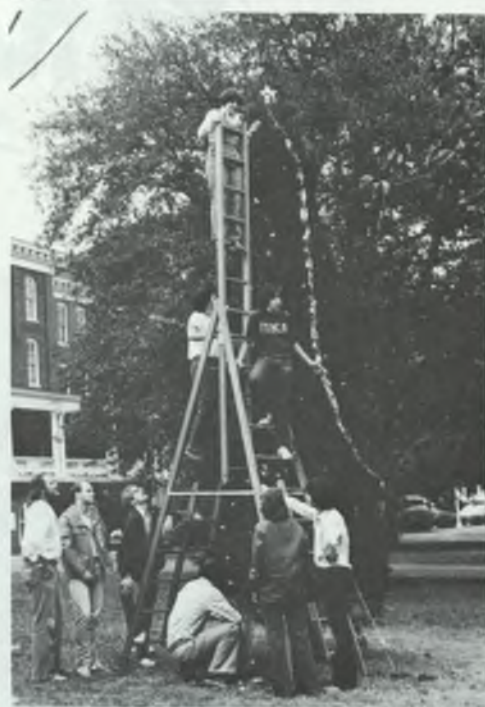
The Georgia Incentive Scholarship is an award provided by the state for students from the state of Georgia who demonstrate substantial financial need, as derived through a standardized needs analysis system.

Students must be legal residents of Georgia for a minimum of 12 consecutive months immediately preceding the date of registration for the school term at the institution for which a scholarship is being sought. Legal resident, for purposes of obtaining this scholarship, means a citizen of the United States who is domiciled in the State of Georgia.

Students must be enrolled full-time each school term, defined to mean a minimum of 12 semester/quarter hours of credit or its equivalent.



MISS GEORGIA COLLEGE, Gayla Norris
RALEIGHVILLE, GEORGIA



STUDENT AFFAIRS

STUDENT AFFAIRS

The Student Affairs Department provides services and programs to students for the purpose of aiding and enriching their college experience. The department office is located in 106 and 107 Parks Hall. The areas of financial aid, residence halls, counseling, student life and health services encompass the student affairs department.

STUDENT SERVICES

RESIDENCE HALLS

Georgia College operates six residence halls for student occupancy. Room and board are offered on the campus as long as space in the halls is available.

Students interested in information on residence hall living and/or a room reservation should talk with the Coordinator of Residence Life in 107 Parks Hall.

STAFFING

The housing program at Georgia College operates out of the Residence Life office in 107 Parks Hall. The Coordinator of Residence Life, Residence Coordinators, and Managers are directly responsible for the program. Graduate students may apply to work as resident managers and undergraduates as resident assistants. Special seminars and in-service training activities are provided for residence hall leaders.

RESIDENCE HALL REGULATIONS

Resident students are held responsible for any damages to their rooms and furnishings and to this end, as well as for the purpose of maintaining order and discipline of residents, the College reserves the right to inspect rooms at reasonable times and hours. Damages to common areas of the residence hall or their furnishings shall be the responsibility of the students inflicting the damage; or, in the event the students committing the damage are unknown, such costs shall be the responsibility of the total resident population of the hall, to be shared on a pro rata basis. Damages will be assessed by the College and the student will be billed for repairs or replacements. Students should inform College officials of any damages which exist at the time they occupy their rooms.

Although every precaution is taken to maintain adequate security, the College cannot assume the responsibility for the loss or damage to student possessions.

Students may receive visitors in their rooms as provided by the regulations in effect in the various residence halls. In each residence hall the director should be informed of the presence of overnight visitors. Guests of residents who spend the night in the halls will be expected to pay a nominal overnight fee to the residence hall office.

Only regularly enrolled students may live in the residence halls. When accepting a room assignment, the student agrees to follow regulations established by the College, including the carrying of at least 10 hours each quarter. Exceptions to the 10-hour limitation must be granted through the Student Affairs office, Parks 106.

Rooms may be occupied only upon assignment by the Residence Life Office, and all exchanges, transfers, and vacating of rooms must be approved by that office.

Double rooms are occupied by two persons. If one of the occupants vacates the room, the student remaining agrees to accept a roommate assigned or to move to another room upon request. The Student Affairs Office reserves the right to make all final decisions on assignments. Private rooms are offered at an additional charge when space is available.

The residence halls close for Thanksgiving vacation, when classes are not in session between quarters, and other dates as indicated by the Student Affairs staff.

All resident students are expected to abide by the regulations set forth in the College Student Handbook.

HOUSE COUNCILS AND PROGRAM LEADERS

Each residence hall has a house council which has major responsibility for the hall governance. In addition each hall has recreation, social, and special interest chairmen to coordinate the programming activities. Assistance in programming and hall leadership is provided to these students, elected by their peers, by the Coordinator of Residence Life and the Residence Coordinator.

A recent addition to the housing program has been the Inter-Residence Hall Association. This association was created for the purpose of improving residence hall life. The association works in a cooperative fashion with administrative personnel to solve mutual concerns.

COUNSELING AND CAREER DEVELOPMENT SERVICES

Making decisions regarding their educational and vocational future is often a difficult task for students. Georgia College has several services and programs to aid in this process.

The Career Center, located in the Maxwell College Union, provides information on career and educational opportunities as well as various aspects of personal development. Individual career counseling and vocational and personality testing can assist students in making their decisions by giving them an opportunity to gain information about themselves, their interests, abilities, and values. Group experiences, workshops, and seminars allow students to explore numerous topics of interest and develop skills which may help them in achieving their goals.

Through the Office of Cooperative Education and Internship students can broaden their knowledge and understanding of the relationship between college classroom instruction and the employment world through application, observation, and inquiry.

The Placement Office assists students in preparing their employment credentials and locating job openings. Students are encouraged to begin establishing their placement files early in their senior year.

STUDENT LIFE

STUDENT CITIZENSHIP

A student is expected, under all circumstances, to show a proper respect for law and order, care of property, rights of others, and a sense of personal honor and integrity as is required of good citizens. At the same time, he should be able to enjoy the freedoms and rights afforded any citizen. He is expected to realize that conduct unbecoming a college student, including but not limited to the possession or use of illegal drugs, the abuse or immature use of

alcoholic beverages, and the obstruction or disruption of teaching, research, administrative, disciplinary, public service or other authorized college activities or functions, is not acceptable behavior. All students are further expected to know and observe the regulations for resident living.

Should a student exercise his citizenship in a manner disregarding the expectations placed upon him as a good citizen, he subjects himself to disciplinary actions. Such action normally includes: 1) a hearing before the appropriate student judiciary body which may impose or recommend a corrective measure; 2) should the recommendation involve suspension or expulsion, a second hearing before the Council on Student Relations with, 3) the right to appeal to the President of the College and the Board of Regents.

In the event a student has been accused of a criminal offense, the nature of which may present a clear and present likelihood of serious physical or mental harm to the student or to any other member of the college community, the Dean of Student Affairs may impose such temporary sanctions on the student, including suspension, as may be deemed necessary to protect the student, the college, community, and/or property from such harm. Such temporary sanctions may exist and be enforced only until such time as final disposition has been made of the case by proper authorities.

Further, the Dean of Student Affairs shall have power to impose such temporary sanctions, including suspension, pending a hearing, when a student or group of students engages in conduct which materially and substantially interferes with the requirements of appropriate discipline in the operation of the College. It is the student's responsibility to obtain and be familiar with the college student handbook.

THE COLLEGE GOVERNMENT ASSOCIATION

Georgia College holds as one of its chief aims the development of students as effective citizens in a democratic society. Toward this goal and in keeping with the nature of the College as a dynamic democratic community, the responsibility for the governing of the student body is vested in the students themselves.

The College Government Association is composed of students who become members of the CGA upon their matriculation. All the officers of the Association are students; faculty and administrators act as advisers. The CGA also has representation on most college-wide committees.

The College Government Association's purpose is to deal effectively with matters of student affairs, promote the best understanding within the college community, and administer all matters which are delegated to the student government by the President of Georgia College.

GREEK LIFE

There are 5 sororities and 5 fraternities available for students. Rush is held periodically during each year. A Panhellenic Interfraternity Council and Greek Council promote Greek spirit and coordinate activities. The Greek Organizations on campus are:

Sororities—Alpha Delta Pi, Alpha Kappa Alpha, Delta Sigma Theta, Delta Zeta, and Phi Mu.

Fraternities—Alpha Phi Alpha, Kappa Sigma, Omega Psi Phi, Phi Delta Theta, Pi Kappa Alpha.

PUBLICATIONS

The year book *Spectrum* is an annual pictorial record of student life on the Georgia College campus. The *Spectrum* staff is composed of students and faculty advisers.

The *Colonnade* is the Georgia College newspaper. The staff is composed of students and faculty advisers.

The Student Handbook is an annual publication of the College Government Association. It contains the Constitution, a detailed account of the purpose, functions and a listing of the organizations on the campus, the governmental routine of the campus, regulations for resident living, and the official personnel of the major groups.

Columns, issued by the Alumni Association, gives to graduates the latest news from the campus and interesting items concerning former college friends.

Items, published bi-weekly by the Public Relations Office, contains the latest news on faculty, staff and student activities.

Bulletins, including a quarterly newsletter for parents, alumni and friends, are published each month except July and August. The publications are coordinated through the Department of Public and College Relations.

Loudspeaker, published weekly by WXGC FM, provides information on campus events and activities at the radio station.

GC RADIO

Georgia College operates a student-run 10-watt Educational FM Radio Station. The call letters WXGC have been assigned by the Federal Communications Commission. The Georgia College Radio Station is student-operated and located in Mayfair Hall. Opportunities are given to students to experience all facets of a radio station operation. The station brings to campus live broadcasts of activities.

SOCIAL LIFE

Campus-wide social events are planned and promoted by a committee made up of interested students and chaired by the Secretary of Student Activities. The Secretary of Student Activities is appointed by the President of the College Government Association. This committee provides for concerts, dances, and movies. The program affords opportunities for every student to enjoy and to develop interest and skill in many activities. Special events are for all students, guests of students, and alumni.

RELIGIOUS LIFE

Adjacent to the campus are two religious centers, the Baptist Student Union and the Wesley Foundation. A full-time minister coordinates the programs of each. Each center sponsors a variety of programs.

MAXWELL COLLEGE UNION

The Maxwell College Union, located on Hancock and Clark Streets, offers currently enrolled students, faculty, staff, administration, alumni and guests of the College Community a wide range of activity.

The first level of the College Union offers areas for recreation, conference rooms, photography lab, television room, music listening room, and study rooms. Areas are set aside for the College Government Association, Spectrum, Colonnade, Student Activities, Counselor, Career Center, Community Center, Information Center, and Inventory Control.

The second level accommodates the College Cafeteria, private dining room, and faculty lounge.

The Maxwell College Union is governed by a student-faculty-administrative group known as the College Union Board. This Board serves as a policy-making group for programs, activities, services, long-range planning, and space utilization.

Your current Georgia College I.D. entitles you to all areas of the Union. The program of the College Union is for the individual groups, clubs, and organizations that are recognized by Georgia College through the office of the Assistant Dean of Student Affairs.

LYCEUM

The Lyceum Committee, made up of students and faculty, provides programs to the college community on various topics of cultural and social interest. Lectures, concerts and dramatic productions are activities which the Lyceum Committee sponsors.

DEPARTMENTAL AND OTHER CLUBS

There are numerous departmental clubs on the campus in which majors in the department concerned are eligible to participate. There are many other clubs, not connected with any department, that attract students of varied interests and personal needs.

Clubs meet usually once a month for study, discussion, and experience in leadership.

BETA BETA BETA

Beta Beta Beta is a national honorary society in biology. Membership is open to students with outstanding records in biology.

DELTA SIGMA PI

Delta Sigma Pi is a national fraternity for students representing the business profession. Specific information may be obtained from the School of Business.

PHI ALPHA THETA

Phi Alpha Theta is a national honorary society in history. Membership is through invitation extended to students with outstanding records in history.

PHI MU ALPHA SINFONIA

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Specific information may be obtained from the Department of Music.

PHI UPSILON OMICRON

Phi Upsilon Omicron is a national honorary fraternity open only to home economics students. Membership is by invitation and based on scholarship, leadership, character, and service.

PI OMEGA PI

Pi Omega Pi is a national honorary fraternity in business education. It is limited to majors who have made exceptionally high records in business and education courses.

PI TAU CHI

Pi Tau Chi is a national honor society in religion. Membership is by invitation and is based on leadership, loyalty, service and scholarship.

SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Specific information may be obtained from the Department of Music.

WHO'S WHO

Who's Who in American Colleges and Universities recognizes student leadership, contributions to campus life, and potential for future service to the community, state, and nation. The Georgia College seniors recognized are nominated by classes, organizations, faculty members or administrators and selected by classmates and faculty.

CONCERTS AND LECTURES

Students hear symphonies and artists of national and international reputation in a series of three or four concerts during the year. In addition, outstanding lectures from varying fields of interests are brought to the campus annually. Students are admitted by I.D. cards.

GEORGIA COLLEGE THEATRE

The Georgia College Theatre is a resident campus theatre that is open to all interested students who wish to gain experience in acting, stage managing, lighting, property and set construction, costuming, makeup, and publicity. Each quarter the theatre stages a major production of a classical or modern drama or a comedy.

ART EXHIBITIONS

The Department of Art provides a continuous exhibition program during the year in the College gallery. Bringing to the campus exhibitions of painting, graphics, sculpture, and allied arts, the exhibition program affords the entire College community the opportunity to become familiar with the work of serious artists of international, national, regional, and local importance.

PERFORMING ORGANIZATIONS

CHORAL GROUPS

The college groups include: "Mixed Chorus" and the "Aeolian Singers." Both groups perform on and off campus.

The "Aeolian Singers", a select ensemble, performs standard choral literature for the small choral ensemble.

All of the choral organizations are open to the entire student body.

CONCERT BAND

The concert band is open to all interested students with auditions dependent upon needed instrumentation. Approximately sixty-five in number, this group performs the finest in standard and contemporary literature. Along with local engagements, they present quarterly concerts at the College. Each year's work is climaxed with a Spring tour.

JAZZ ENSEMBLE

A select group of musicians, the stage band performs many styles of literature including jazz, rock, swing and blues. This group has participated in many statewide tours, playing for clubs, organizations, and schools. The stage band is a seventeen-piece group and open by auditions only.

BRASS CHOIR

This group meets one day a week and performs the best in standard and contemporary brass literature. This group is open to all college students.

STRING ENSEMBLE

A group of students, faculty, and community residents meets one night a week to play orchestral music. A concert is presented each spring.

MISCELLANEOUS INFORMATION

EXTRACURRICULAR ACTIVITY

To represent the College by participation in any intercollegiate athletic, musical, or dramatic activities or performances, a student must be free from academic and/or social probation. He or she must also be free of probation in order to participate in any off-campus academic programs.

STUDENT IDENTIFICATION

Each student is issued an Identification Card (I.D.) as official identification of student status, when he registers at Georgia College. This Identification Card is to be used throughout enrollment in the college, and a fee of \$2.00 is charged for replacement of the initial ID.

Students are required to present an ID card to any properly identified faculty or staff member upon request.

HEALTH SERVICES

Promoting sound physical and emotional health is a major goal of the College. This is accomplished through the health services and health education. The health services are centered in Parks Memorial Infirmary. In charge of the infirmary and its staff of nurses and of the health services is a competent physician.

The primary aim of the medical services is the maintenance of good health among the members of the College community. Preventive medicine is the foremost consideration.

However, always available are remedial measures in cases of illness and follow-up treatment for students who are under the care of home physicians. Clinics are held daily to which any student may go for treatment of minor or chronic conditions or for consultation with the College physician.

In case of serious illness or accident, parents are notified by telegram or telephone message.

As a part of health service, arrangements are made each year to provide immunization against influenza.

Psychiatric consultative services are available at the request or consent of the student and parent.

Before final admission, each new student is required to have a thorough physical examination, preferably by his family physician. The Medical Record Form, provided by the registrar, records the family and health history of the student and also the findings of the medical examination. The completed Medical Record Form should be mailed by the physician *directly* to the *Medical Records Section, Parks Memorial Infirmary, Georgia College, Milledgeville, Georgia 31061*. This record serves as the basic medical record for the student and is used in providing medical care and health guidance, in assigning physical education courses, and in approving sports activities.

Registration will be considered completed only when the Medical Record Form has been received.



PHOTOGRAPH BY JIMMY L. LAMBERT
HALLSDEWILLE, GEORGIA



ACADEMIC REGULATIONS

ACADEMIC REGULATIONS

THE QUARTER SYSTEM

The college year is divided into three quarters of approximately eleven weeks each plus a summer term of two five-week sessions. Under the quarter system classes generally meet Monday through Friday.

CREDIT AND COURSE LOAD

Academic credit assigned to a subject is expressed in quarter hours. A passing grade on a subject that required five one-hour meetings a week (or the equivalent) for one quarter earns credit for five quarter hours. A laboratory period of two to three hours is equivalent to one class hour.

A normal course load is fifteen hours each quarter. A fulltime student is one who is enrolled in a minimum of twelve (12) quarter hours of Georgia College academic or institutional resident credit. Cooperative education and intern students participating in fulltime work assignments may be recommended to the Registrar by the Director of Cooperative Education and Internships for classification as fulltime students. Freshmen and Sophomores also take Physical Education in accordance with the general education requirements.

A student may schedule a maximum of 18 quarter hours with the permission of his faculty adviser. A student who has earned a grade point average of 3.00 or higher on at least 15 hours may schedule a maximum of 21 hours with permission of the Dean of his School.

Exception to the maximum loads stated above may be made when, in the senior year, a student needs not more than five hours in excess of his regular load to graduate. In this case, the student may petition the Dean for permission to schedule during each quarter not more than five quarter hours more than his standing would normally permit, provided that the total load is not greater than 25 hours during any quarter.

During a summer session of five weeks, the maximum normal load is eleven quarter hours. Any hours in excess of this must have the approval of the faculty adviser and the Dean of the School.

CLASSIFICATION

The following table is used to determine class organization:

Freshman	Less than 43 quarter hours credit
Sophomore	43-90 quarter hours credit
Junior	91-135 quarter hours credit
Senior	136 and over quarter hours credit

GRADE AVERAGES

Policies of the Board of Regents of the University System of Georgia state:

Cumulative Grade Point Average. The cumulative grade point average in each institution of the University System of Georgia will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C,

D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the students' permanent record. Institutional credit shall in no way affect the cumulative grade point average.

Other averages may be computed by each institution for internal uses as may be required.

Effective Fall Quarter 1980, Georgia College will calculate two averages each quarter. One will be the quarterly average, based upon all work attempted in a particular quarter. The other will be the cumulative average, as defined in the above quotation from Regents' Regulations.

METHODS FOR DETERMINING STUDENT ACADEMIC STANDING

GRADING POLICY

A student's academic standing is determined by his grade point average at the end of each quarter. The Grade point average is computed by equating letter grades earned at Georgia College to the following numerical code:

- A = 4 points (Excellent)
- B = 3 points (Good)
- C = 2 points (Satisfactory)
- D = 1 point (Passing)
- F = 0 points (Failing)
- WF = 0 points (Withdrew failing) (See page 62)

Each point represents a quality point earned per quarter hour credit. Quality points are determined by multiplying the number of quarter hours credit listed for the course by the number of points awarded for the grade earned in the course. (A student who receives an A in a five hour course would have earned twenty quality points for his work in that course.)

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average.

- I — Indicates that a student was doing satisfactory work, but for non-academic reasons beyond his control, was unable to meet the full requirements of the course. The "Incomplete" will not be assigned unless in the judgment of the Instructor a substantial majority of the course requirements have been satisfied by the student. If an "I" is not satisfactorily removed before mid-term of the next quarter of residence, the symbol "I" will be changed to the grade "F". (The "I" cannot be removed by repeating the course.)
- W — Indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of non-academic hardship.
- S — Indicates that credit has been given for completion of degree requirements other than academic course work. This symbol is used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

- U — Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. This symbol is used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.
- V — Indicates that a student was given permission to audit. Students may not transfer from audit to credit status or vice versa after the last date to add a course.
- K — Indicates that a student was given credit for the course via a credit by examination program approved by faculty. (CLEP, AP, Proficiency, etc.)
- IC — Indicates Institutional Credit Course. Credit received is not counted toward degree.
- IP — In Progress. (Used in Special Studies and in other courses which are designed to extend over two or more quarters.)

A student will be classified in good academic standing if his grade point average on Georgia College work at the end of each quarter is at least the amount shown in the following table:

Quarter Hours Earned (Exclusive of Special Studies; inclusive of transfer work.)	Required Cumulative Average on Georgia College work attempted (no transfer grades included.)
0—42	1.40
43—90	1.60
91—over	1.80
Graduation	2.00

PROBATION AND EXCLUSION

A student incurs academic probation at the end of any quarter when his cumulative average is below the appropriate level specified above. If he returns to the specified level at the end of his next quarter of residence at Georgia College, he returns to good standing. If he remains on academic probation for three consecutive quarters of residence at Georgia College, he incurs Academic Exclusion. A student who has incurred Academic Exclusion may petition the Dean of his School for readmission (see "Right of Petition" below).

DROPPING COURSES AND WITHDRAWAL FROM COLLEGE

A student other than those enrolled in Special Studies courses may drop any course before mid-term by presenting to the Registrar's office a drop card signed by his instructor and his faculty adviser. Students enrolled in Special Studies courses must have approval of the chairperson of the Department of Special Studies before dropping any courses. A student who withdraws from a course but does not follow this procedure will receive a failing grade for the course.

To withdraw, either temporarily or permanently from the College, a student must report first to the Dean of Student Affairs office. Failure to do so will result in the grade F in all courses.

Withdrawals or drops without academic penalty are allowed at any time prior to mid-term unless the student has been previously dropped from the course by the instructor for

excessive absences (in which case the grade F is assigned). Withdrawal will be indicated by the symbol W on the student's transcript; however, the hours will not be used in computing grade averages.

A student who withdraws from either a course or from the College (all courses) at any time after mid-term but prior to the beginning of the Final Examination period will receive the grade WF for the course or for each course being carried at the time of withdrawal. However, with the approval of class instructors, the student may petition the Dean of his School for incomplete grades if the withdrawal is due to non-academic extenuating circumstances and the student is passing all courses being carried at the time of withdrawal. Failure to meet the terms of an approved petition will result in the final grade of WF in the incompleting course.

The timing of withdrawals in order to avoid academic penalty is the responsibility of the student.

RIGHT OF PETITION

Any student or former student at Georgia College has the right of petition to the Dean of their School. Petitions are to be used by the student and his faculty adviser to remedy undue hardships and specific inequities that may adversely affect a student's ability to fulfill the academic requirements of the College. Petitions may be used to secure approval of special agreements between faculty and students regarding the nature and composition of academic programs. Ordinarily petitions are used to remedy emergency situations in isolated cases caused by unanticipated consequences in the application of the academic requirements of the College.

TRANSIENT STUDENT

Students wishing to attend another college in the University System and take courses there to count toward their degree here must be in good standing and petition the Dean of their School and obtain the approval of their faculty adviser prior to enrolling at the other institution. The petition must specify the courses to be taken at the other college, and the student must have the other college send a transcript of the courses taken to the Registrar at Georgia College in order to receive credit for the work at Georgia College. Ordinarily, students are permitted to be transient students away from the College for only one quarter.

Transient student course work to be used for degree credit is limited by the residency requirement that 45 of the last 60 credit hours and 60 of the last 90 credit hours must be earned through Georgia College courses offered for residence credit. In addition, the maximum amount of course credit hours that may be transferred to Georgia College to count toward a degree must not exceed 101 hours from a junior college and 126 hours from a senior college.

CLASS ATTENDANCE

Each student is expected to attend classes regularly. It is recognized that absences will sometimes be necessary. It is the responsibility of the student to be cognizant of his own record of absences and to consult with his instructor relative to make-up work missed. The decision to permit the student to make up work required in any class missed rests with the instructor. A student should inform his instructor in advance of any expected absences.

AUDITING COURSES FOR NON-CREDIT

Any student may audit any course with the permission of the instructor. Audited courses will NOT be counted as part of the normal course load and no grades will be awarded. Instructors may set special conditions on students who audit their courses. Audited courses will be designated by a "V" and will be considered in fee assessment. Auditing a course will not prevent a student from taking the course for credit at a later time. Students must register as an "Audit" student and pay regular matriculation. Changes from "Audit" to credit or vice-versa cannot be made after the last day to "add" courses.

ADDING COURSES AFTER REGISTRATION

A student may add courses to his schedule for a period of three school days after formal registration. The add card is available from the Registrar's office and must be signed by the student's faculty adviser and instructors involved before being returned to the Registrar's office by the student. No credit will be awarded in any course for which the student is not properly registered.

REQUIREMENTS FOR GRADUATION

To qualify for a baccalaureate degree at Georgia College, the student must satisfy the following requirements:

1. Complete all the courses required for the degree selected with a minimum 2.00 grade point average in the courses. In the absence of a cumulative 2.00 grade point average, students seeking undergraduate degrees must have at least a 2.00 grade point average in the courses they are applying toward their degree.
2. A minimum of 186 quarter hours must be successfully completed in order to be eligible for a baccalaureate degree from Georgia College. Sixty of the total number of hours counted toward a baccalaureate degree must be in courses which are considered upper (300-400) level. Associate degrees (2-year programs) vary in their hour requirements. Therefore, students seeking associate degrees from Georgia College must satisfy the requirements for the degree which they are seeking that are contained in the description for the degree, located in the departmental section of this catalog.
3. Complete the requirements for degrees in accordance with the regulations in effect at the time the degree is to be awarded, unless an exception is made by the Dean of the School. No exceptions to Board of Regents policies can be made by officials of Georgia College.
4. Fulfill the departmental requirements for the major chosen. Students should see the departmental sections of the catalog for the major requirements.
5. Complete in residence at Georgia College at least 60 of the last 90 and 45 of the last 60 hours required for the degree chosen. No student may receive credit for more than a combination of 45 hours of extension and/or home study courses. At least 25 hours of required courses for the major field, professional component, or area of concentration and 15 hours of those required for the minor, must be earned in residence at Georgia College.
6. Present a written application for degree on the form available in the Registrar's office, 108 Parks Hall, by the dates indicated in the Official College Calendar in the front of this

catalog. Students seeking graduate degrees from Georgia College should consult the Official College Calendar contained in the front of the Graduate Catalog, which is provided by the Graduate Office, Parks Hall, Room 207.

7. Students may be graduated in absentia provided they submit written notice to the Registrar of their intention to do so before the date of commencement.
8. Georgia College reserves the right to withhold a diploma from any student and refuse to forward transcripts for any student who has an unsatisfactory conduct record or who is in financial arrears to the college.

GENERAL DEGREE REQUIREMENTS

The requirements for degrees described in this catalog will be applicable to students who are currently enrolled. The programs of students who began their work prior to the last approved programs of the College will approximate these requirements. However, no student will be placed under undue penalty in meeting them. The College reserves the right to change the degree requirements at any time, but no such change will be administered to cause a loss in credit for work already taken.

SPECIAL LEGISLATIVE REQUIREMENT

An act of the 1953 session of the Georgia legislature provides that no student in any school or college supported by public funds "... shall receive a certificate of graduation without previously passing a satisfactory examination on the History of the United States, the History of Georgia, and upon the provision and principles of the United States Constitution and the Constitution of Georgia."

The history requirements of this law may be met by completing History 111 or History 111H. The constitution requirements may be met by completing Political Science 101 or Political Science 101H.

Students transferring to Georgia College from private or out-of-state colleges who have completed these history and political science courses, or their equivalents, may satisfy the law by passing tests on the history and the constitutions of the United States and Georgia. Nursing students and students who enrolled at Georgia College prior to the fall quarter of 1969 may satisfy the law by passing examinations of the four areas specified by the legislature. Students covered by provisions of this paragraph should contact the Chairman of the Department of History and the Chairman of the Department of Political Science, which administer the examinations, for more detailed information.

Students who have satisfied the requirements of the law at other institutions in Georgia will be given credit at Georgia College.

COLLEGE CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED FORCES

1. A student who desires transfer credit for educational experience in the armed forces should present evidence of such experiences to the Registrar who will evaluate the courses taken and determine the appropriate amount of credit to be awarded. In those cases in which the Registrar desires consultation, an advisory committee consisting of the appropriate Deans, two faculty members and two veteran students will evaluate the

courses in question and recommend to the Registrar the amount of credit to be awarded. This committee may recommend awarding lower division credit in all departments of the College.

Upper division credit may be awarded by the Registrar or recommended by the committee only with the concurring approval of the departmental chairman of the area in which credit is sought.

Appeals may be made to the Academic Council.

2. There is no limit on the number of hours of armed forces education experience credit which can be awarded at Georgia College, except that 45 of the last 60 and 60 of the last 90 hours must be obtained in residence.
3. Grade transfer hours will be awarded for all college level work accomplished at the University of Maryland Overseas Branch, University of California Overseas Branch, or any accredited college or university of the United States if the work performed was on a graded basis and not on a correspondence or pass-fail basis and if the work falls within a degree program of Georgia College. The basic regulations regarding residence requirements cannot be waived. Courses not acceptable for major or minor work in upper division brackets by departmental chairmen may be accepted for elective credit.
4. Courses taken on a correspondence, pass-fail, or credit basis in institutions listed in paragraph 3 above may be validated by passing an examination approved by the department concerned. Any fees will be charged to the student.
5. Courses taken for credit in foreign universities may be accepted after evaluation by department chairmen and the Registrar. Local or College Level Examination Course exams may be required and a fee charged. Upon the departmental chairman's recommendation, such work will be accepted for credit.
6. College Level United States Armed Forces Institute courses offered on a graded basis will be accepted under the provisions of paragraphs 1 and 2 above. Courses taken on a pass-fail basis may be validated through the College Level Examination Program course exams, or by departmental exams, for which a fee will be charged, provided the college rule for maximum of correspondence and extension courses is not exceeded.
7. All veterans of one year or more active service may be exempt from physical education requirements upon presentation of evidence (DD214) that an equivalent amount of organized physical education has been performed in the service. (Hours for exempted P.E. courses must be made up in other courses).

REGENTS' TESTING PROGRAM

An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

REGENTS' POLICY

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that

institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System Institution.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have completed their 45 hours of degree credit if it has not been passed previously. Institutions, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.
2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take the appropriate non-degree credit course or courses in each quarter of attendance until they have passed all components of the Test.
3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.
4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution, provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.

5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of these procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.
6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded *and* if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board approved procedures.
7. These revised procedures shall be followed by all students effective January 1, 1980.
8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financing assistance and such other eligibility programs.
9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June, 1973, pp. 481-85; November, 1978, pp. 88-9)

GEORGIA COLLEGE PROCEDURE

The purpose of the Regents' Examination is to insure that no student will receive a degree from Georgia College who does not possess the basic competence of academic literacy. The examination will be given each quarter to all eligible students who are pursuing any undergraduate degree program and who have passed English 101 and 102 prior to that quarter. Associate degree students are strongly advised to take the examination upon the completion of their English course requirements which should be no later than the completion of 45 quarter-credit hours. The Regents' Examination must be taken and passed by students enrolled in Baccalaureate degree programs prior to the completion of 60 quarter-credit hours. Students who do not pass either or both parts of the examination are required to take and pass a remedial course in the area/s in which deficiency is revealed. This procedure must be followed each time the test is failed until the student passes both parts of the examination. Remedial courses carry institutional credit. As such they are utilized to establish quarter-hour credit loads and for purposes of determining fee payment.

Georgia College will accept the test results transferred from another unit in the University System. Transfer students have the responsibility of checking with the Dean of their School to determine if they have satisfied the requirements.

Students whose mother tongue is not English are required to score on the TOEFL Examination at a level which is the equivalent of competency in the English language in order to be admitted to Georgia College. Therefore, these students must satisfy the same Regents'

Exam requirement as other students. Handicapped students are examined in a manner, dependent on their individual circumstances, that verifies their literacy without discriminating against them due to their handicap.

REGENTS' EXAM REGULATIONS

All students must register to take the Regents' Examination in the office of the Department of Special Studies— Education Center— Room 202 no later than the announced deadline in the quarter in which they will take the Exam. All students must take the Exam as soon as they are eligible, which is described above under the heading, "Georgia College Procedure."

When a student has completed the Regents' Examination requirement, his grade report will contain the statement, "Regents' Reading/Writing passed." If a student has passed 45 quarter hours of college level credit and has not taken and passed the Examination, the statement, "Must pass Regents' Exam next quarter" is printed on the grade report. These students must register to take the Regents' Examination the next quarter of their enrollment at Georgia College. However, if the student has taken and failed the Exam, he must complete the prescribed remedial course before being eligible to repeat the Exam. The phrase, "Must take Regents' Course next quarter" is printed on the grade report.

"Regents' Exam required next quarter" will be printed on the grade report of any student who has passed 60 quarter hours of college level credit and who has not taken the exam. Students who have passed 105 quarter hours of college level credit and who have not taken the exam will be notified of being in violation of Regents' requirements by the phrase "Regents' Exam Probation" being printed on the grade report. Students who have passed 60 hours or more of college level credit without taking the Regents' Exam must report to Kilpatrick 202 and register for the exam before they will be permitted to register for courses. College level credit hours do not include course work which carries institutional credit such as Special Studies.

Messages that describe the student's progress toward completion of the Regents' requirement will be printed on the grade report as follows: (1) Regents Reading Passed/Regents Writing Passed, or (2) Regents Reading Passed/Regents Writing Failed, or (3) Regents Writing Passed/Regents Reading Failed, or (4) Regents Reading Failed/Regents Writing Failed.

All questions concerning the Regents' Exam should be directed to the Testing Center, Kilpatrick 202, Georgia College.

ESSAY REVIEW PROCESS FOR REGENTS' EXAM

1. Student access to the review process is not retroactive. Essays from the Fall Quarter, 1979, may, however, be reviewed since the student will initiate the process after January 1, 1980 — the implementation date of the revised Regents' Test Policy.
2. The formal review process should not be considered to be automatically open to *all* students who meet the "eligibility" requirement (lack of rater unanimity). The purpose of the process is to correct errors in the rating of essays. It should be emphasized to students and faculty that the review is intended to deal with perceived errors and that few rating errors occur.
3. A student must initiate the review procedure by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.

4. All the applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.
5. A decision by the on-campus review panel to terminate the review process is final; this decision cannot be appealed through any other office.

ON-CAMPUS REVIEW FOR REGENTS' EXAM

1. Student initiates the review of his essay with the Regents' Test Coordinator, Kilpatrick 202. To determine if there is some basis for a formal review, the student should be requested to meet with a designated person on campus for initial review of the failed essay. This conference, in most cases, will answer the "why" of the failure. If after this conference, there remain questions about the accuracy of the scoring of the essay, the formal review process may be initiated.
2. Students should understand that they do not automatically have the right to request review simply because there was lack of rater unanimity in the scoring of the essay. There must be substantial question concerning the accuracy of the scoring.
3. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review.
4. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the System's Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified, through the institution, concerning the results of the review.

ADMISSION TO TEACHER EDUCATION

Students completing programs which lead to teacher certification must take the professional education sequence, meet other specified criteria, and be admitted to teacher education at the end of their junior year. The Teacher Education process is designed to identify students who can qualify for certification in their respective teaching fields upon graduation from Georgia College and to insure that only students fully qualified to become classroom teachers are permitted to complete the program. See page 192 for further details.

ACADEMIC DEGREE PROGRAM ASSESSMENT

SENIOR EXIT EXAMS

All undergraduate degree candidates are required to take a comprehensive examination in their major field of study during one of their last two quarters prior to the completion of degree requirements. It is the student's responsibility to apply for this examination before the application deadline date. Students should check with the Testing Office in Kilpatrick Education Center 202 to determine the type of test and application procedures and deadlines required for their exams by the first Friday after registration. Timely inquiry, correct application, and registration is primarily the responsibility of the student.

Students being certified to teach are required to take the NTE exam at their expense. The NTE exam requires a minimum one-month application deadline prior to the test date. Students majoring in Nursing, Medical Technology, and Recreation register for their exams based on information and instructions supplied to them through the office of the chairperson of the department of their major.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Georgia College has established several programs for awarding credit by examination. Details may be obtained from the College Testing Officer, Kilpatrick 202. The general conditions and standards for awarding credit are as follows:

1. The maximum amount of credit that can be earned by examination is limited by the requirement that 45 of the last 60, and 60 of the last 90 hours of credit must be earned in residence.
2. No person will be permitted credit by examination for a course after he has once enrolled in the course.
3. The College Level Examination Program's *General Examinations* and *Subject Examinations* may not be retaken in order to earn credit.
4. Credit earned by examination will be recorded on the student's record by course, course number, and quarter hours earned. No grade or grade points will be assigned.
5. Credits earned through CLEP may be transferred from other institutions in the University System of Georgia, or from other institutions upon verification that scores on credits to be transferred were equal to or higher than those required by Georgia College.

CHALLENGING COURSES

Students enrolled in Georgia College may challenge undergraduate courses, i.e., receive credit for a course without enrolling in it, under certain conditions. A student who wishes to challenge a course must present to the chairman of the department that offers the course sufficient information on his/her background that will enable the department chairman to determine the student's mastery of the material provided in the course. A student who is considered eligible for a course challenge by a department chairman is examined on the course by the faculty of the department according to a procedure established by the department.

The results of the examination are recorded on the Credit by Examination Form provided by the Dean of the School. If the student is approved for credit by examination the course credit is recorded on the student's permanent record, but no grades or quality points are awarded for these courses. If the student is approved for credit by examination he/she will pay an examination and recording fee per course challenged. Receipt of payment from the Business Office must be presented to the instructor before the examination. No more than forty-five quarter hours credit can be awarded through the course-challenge procedure and it is limited by the policy that forty-five of the last sixty and sixty of the last ninety hours of credit must be earned in residence. No person will be permitted to challenge a course after he has once enrolled in the course. There is a limit of one challenge per course. The Dean of the

School will notify the Registrar's Office of all successful challenges. This procedure applies to courses not covered by the College Level Examination Program, (CLEP), described above.

ACADEMIC CITATIONS

ACADEMIC HONORS

Georgia College honors, by designation in the commencement program and on the diploma, those graduates who have high academic achievement. The Latin phrases *Cum Laude*, *Magna Cum Laude*, and *Summa Cum Laude* are used to identify the levels of achievement. These designations apply only to students receiving Baccalaureate degrees; no honors are granted for Associate degrees or for Master's degrees.

Credits earned on a "Pass/Fail" (or equivalent basis) or through CLEP and other similar examinations are not counted since quality points are not assigned for these credits. All recorded grades, including transfer grades and physical activities grades, are used to determine the level of distinction.

To be eligible for the baccalaureate degree with any of the aforementioned honors, a student must have earned (on all academic work attempted as stated above) minimum cumulative and Georgia College grade point averages as follows:

CUM LAUDE	3.60 to 3.74
MAGNA CUM LAUDE	3.75 to 3.89
SUMMA CUM LAUDE	3.90 to 4.00

If a student's cumulative average and his Georgia College average differ, then the lower of the two averages shall determine the honors designation awarded.

DEAN'S LIST

A student who makes an average of 3.20 on fifteen or more hours of work in any quarter and who has an overall cumulative average of 2.50 shall have his name placed on the Dean's List during the following quarter.

PHI SIGMA

Freshmen who have made a general average of B or higher and who have qualified for the Dean's List at least once are eligible as sophomores for membership in Phi Sigma, sophomore honor society. Sixteen quarter hours may be transferred from some other college. The invitation to join Phi Sigma must be accepted before a student can be initiated.

PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was chartered at Georgia College in June, 1973. Selection for membership is on the basis of scholarship. Members are elected from graduate students, undergraduate students, faculty, administration and alumni. To be eligible for consideration for membership, graduate students must be within 15 quarter hours of graduation and have no more than one course grade lower than an "A" (one "B" accepted). To be eligible for consideration for membership, undergraduate students from the senior class

must have a minimum grade point average of 3.5; undergraduate students from the junior class must have a minimum grade point average of 3.8. In all cases elections will be from among the upper 5 percent of the classes.

HONORS PROGRAM

Students who have completed the requirements of the Honors Program are also recognized at graduation, and a special seal is attached to their diplomas.



PHILIP L. HARRIS, JR.
ANTHROPOLOGICAL LABORATORY
UNIVERSITY OF GEORGIA
ATLANTA, GEORGIA



DEGREE PROGRAMS

DEGREE PROGRAMS

The subjects offered by Georgia College are divided into general education courses and courses designed for substantial major area programs.

Freshman and sophomore courses are numbered 100 to 299. They should be taken only by students having less than two years of college credit. Courses numbered 300 to 499 are courses for major programs and should be taken only by students having two or more years of college credit. Courses numbered 500 to 699 are designed primarily for graduate students. Any variation from a prescribed program requires written permission from the Dean of the School. Undergraduate Students are not permitted to enroll in courses numbered at the 600 level.

GENERAL EDUCATION PROGRAM

Georgia College, in cooperation with other institutions of the University System of Georgia, has adopted a Core Curriculum to allow the transfer of credit from one institution to another without penalty to the student. Each institution established the courses required to meet its core requirements, but will accept, without question, the core requirements of another institution. Listed below are the areas of distribution for the Core Curriculum with Georgia College's approved courses for Area I, II, and III (Courses not listed here are not approved for these areas.)

	Hours
Area I. Humanities †	20
English 101, 102, or 102 H	5-10*
English 200 or 201	5
Choice of one or two courses from the following list:	5-10*
Art 103**; Music 102; Modern Foreign Language	
Philosophy 200, 250	
†Nursing students consult the Nursing Section of this Catalog.	
Area II. Mathematics and Natural Sciences	20
Four courses consisting of a two-course sequence in laboratory science, and at least one course in mathematics, from the following: (No more than 10 hours may be taken in any one discipline—"life" sciences, "physical" sciences, or mathematics.)	
"Life" Sciences	0-10
Biology 123 or 123H, 124 or 124H	
"Physical" Sciences	0-10
Chemistry 101, 102; Physics 101, 102; Physics 201, 202 or 203	
Astronomy 101; Environmental Science 210	
Mathematics	5-10
Mathematics 101***, Required	
Mathematics 102, 111, Elective	

*Subject to the student's optional exemption of English 101 when SAT verbal score is 550 or greater.

**ART 101, required for all Home Economics majors, is substituted for ART 103.

***MAT 200, required of elementary education majors, may be substituted for MAT 101.

Students who have received credit for MAT 110, 120, 130 or an equivalent course taken at another institution and who desire to take another course as partial fulfillment of the requirements of Area II should take MAT 102 or MAT 111.

Area III. Social Sciences	20
History 110 or 110H, 111 or 111H	10
Political Science 101 or 101H	5
Choice of one of the following	5
Economics 270; Psychology 201; Sociology 101 or 101H	
(Business majors take Economics 271 instead of Economics 270)	
Area IV. Courses appropriate to the major field of the student	30
(See School sections for details)	

CORE CURRICULUM GUIDE

All students are strongly advised to complete their core requirements as early as possible and preferably during their freshman and sophomore years. The following chart has been prepared as a basic guide for the convenience of students. Because of the diverse nature of Area IV of the core curriculum, no attempt has been made to include this area in the chart. Area IV requirements are listed in each department's section of the catalog.

Some programs are more flexible than others. Students should consult with their faculty advisers whenever choices and/or alternatives might be available but are unclear.

REQUIRED courses are indicated on the chart by "R". If a specific course is required but not listed in the heading, this is shown by the course number followed by the notation (R)

PREFERRED OR SUGGESTED ELECTIVES are indicated by "E". If one elective course might be preferable over another, the course number plus (E) is used.



CORE CURRICULUM GUIDE

KEY

R = Required Course(s)

E = Preferred Elective

F = French; S = Spanish

AREA I — HUMANITIES (20 Hours)

DEPARTMENT Major Program	ENG 101 & 102 ¹	ENG 200 or 201	ART 103	MUS 102	Foreign Language	PHI 200 or 250
ART						
Art or Art Education	R	R	R			
Art Marketing (AB)	R	R	R			
BIO/ENVIRON. SCIENCES						
Biology	R	R				
BUS. ADM./ECONOMICS						
Accounting	R	R	E			E
Art Marketing (BBA)	R	R	R			
Business Education	R	R				
Economics	R	R	E			E
Fashion Market. (BBA)	R	R	E			
Food Systems	R	R	E			E
Logistics	R	R				
Management	R	R			E	
Marketing	R	R				
Office Adm.	R	R				
CHEMISTRY/PHYSICS						
Chemistry	R	R				
Medical Technology	R	R				
EDUCATION						
Early Childhood	R	R	R	or R		
Middle Grades	R	R	R	or R		
Special Education	R	R	E	E		
ENGLISH/SPEECH						
English (AB)	R	R (Both)				
English Ed.	R	(200) R				
H.P.E.R.						
Health Education	R	R				
Physical Education	R	R				
Recreation	R	R				
HISTORY/GEOGRAPHY						
History	R	R			R	
HOME ECONOMICS						
Consumer Merchandising (Fashion Mktg.)	R	R	101(2)			
Foods & Nutrition (Dietetics)	R	R	101			
Human Ecology (Home Economics)	R	R	101		E	
Home Ec. Education	R	R	101			
MATHEMATICS						
Mathematics	R	R			E	250(E)
MOD. FOREIGN LANGUAGES						
French	R	R			S (E)	
Spanish	R	R			F (E)	
MUSIC						
Music	R	R		R	E	
Music Education	R	R		R		
Music Therapy	R	R		R		
POL. SCI./PUB. ADM.						
Criminal Justice	R	R			E	E
Political Science	R	R			E	E
Public Administration	R	R			E	E
PSYCHOLOGY						
Psychology	R	R				
Psyc. Technician	R	R				
SOCIOLOGY						
Sociology	R	R				E

NOTES: 1 English 101 may be exempted with SAT Verbal score of 550 or higher.

2 Home Ec. (all sub-disciplines) substitute ART 101 for 103.

AREA II — MATH./SCIENCE (20 Hours) See Footnote

	(A) MATH.	(B) BIOL.		(C) PHYSICAL SCIENCES								
	MAT 101 ¹	BIO 123	BIO 124	CHE 101	CHE 102	PHY 101	PHY 102	PHY 201	PHY 202 or 203	AST 101	ENS 210	MAT 111
ART Art or Art Education Art Marketing (AB)	R R											
BIO/ENVIRON. SCIENCES Biology	R	R		R	R							
BUS. ADM./ECONOMICS Accounting Art Marketing (BBA) Business Education Economics Fashion Market. (BBA) Food Systems Logistics Management Marketing Office Adm.	R R R R R R R R R R R	E E E E E E E E E E	E E E E E E E E E E									E
CHEMISTRY/PHYSICS Chemistry Medical Technology	R R	R R		R R	R R				E			
EDUCATION Early Childhood Middle Grades Special Education	200(R) 200(R) 200(R)	E E E	E E E									
ENGLISH/SPEECH English (AB) English Ed.	R R											
H.P.E.R. Health Education Physical Education Recreation	R R R	R R R	R R R	R								R
HISTORY/GEOGRAPHY History	R											
HOME ECONOMICS Consumer Merchandising (Fashion Mktg.) Foods & Nutrition (Dietetics) Human Ecology (Home Economics) Home Ec. Education	R R R R R	E R E		R R R	R							
MATHEMATICS Mathematics	R					E	E	E	E			
MOD. FOREIGN LANGUAGES French Spanish	R R									E E	E E	
MUSIC Music Music Education Music Therapy	R R R	E E E	E E E									
POL. SCI./PUB. ADM. Criminal Justice Political Science Public Administration	R R R											
PSYCHOLOGY Psychology Psyc. Technician	R R											
SOCIOLOGY Sociology	R	E	E									

NOTE: ¹ Must take 5 hours Math and 10 hours laboratory science sequence. No more than 10 hours may be counted in either Mathematics, Biology, or Physical Sciences (sub-sections A, B, or C). MAT 102 and MAT 111 are possible electives.

AREA III — SOCIAL SCIENCES (20 Hours)

	HIST 110 & 111	POS 101	ECO 270	ECO 271	PSY 201	SOC 101
ART						
Art or Art Education	R	R				
Art Marketing (AB)	R	R				
BIO/ENVIRON. SCIENCES						
Biology	R	R				
BUS. ADM./ECONOMICS						
Accounting	R	R		E	E	
Art Marketing (BBA)	R	R	R			
Business Education	R	R	R			
Economics	R	R		E	E	
Fashion Market. (BBA)	R	R	R			
Food Systems	R	R		R		
Logistics	R	R		R		
Management	R	R		R	E	
Marketing	R	R		R		
Office Adm.	R	R	R			
CHEMISTRY/PHYSICS						
Chemistry	R	R				
Medical Technology	R	R				
EDUCATION						
Early Childhood	R	R	E		E	E
Middle Grades	R	R	E		E	E
Special Education	R	R	E		E	E
ENGLISH/SPEECH						
English (AB)	R	R				
English Ed.	R	R				
H.P.E.R.						
Health Education	R	R			E	E
Physical Education	R	R			E	E
Recreation	R	R				
HISTORY/GEOGRAPHY						
History	R	R				
HOME ECONOMICS						
Consumer Merchandising (Fashion Mktg.)	R	R	R		R	
Foods & Nutrition (Dietetics)	R	R	R		R	
Human Ecology (Home Economics)	R	R				
Home Ec. Education	R	R				
MATHEMATICS						
Mathematics	R	R	E			
MOD. FOREIGN LANGUAGES						
French	R	R			E	E
Spanish	R	R			E	E
MUSIC						
Music	R	R			E	E
Music Education	R	R			E	E
Music Therapy	R	R			E	E
POL. SCI./PUB. ADM.						
Criminal Justice	R	R				
Political Science	R	R				
Public Administration	R	R				
PSYCHOLOGY						
Psychology	R	R				
Psyc. Technician	R	R				
SOCIOLOGY						
Sociology	R	R			E	

DEGREES

Courses are offered leading to the degree of

A.S.	ASSOCIATE IN SCIENCE (two years)
A.B.	BACHELOR OF ARTS
B.B.A.	BACHELOR OF BUSINESS ADMINISTRATION
B.Mus.	BACHELOR OF MUSIC
B.M. Ed.	BACHELOR OF MUSIC EDUCATION
B.M.T.	BACHELOR OF MUSIC THERAPY
B.S.	BACHELOR OF SCIENCE
B.S.H.E.	BACHELOR OF SCIENCE IN HOME ECONOMICS
B.S.N.	BACHELOR OF SCIENCE IN NURSING
M.A.	MASTER OF ARTS (HISTORY)
M.B.A.	MASTER OF BUSINESS ADMINISTRATION
M. Ed.	MASTER OF EDUCATION
M.S.	MASTER OF SCIENCE (BIOLOGY or PSYCHOLOGY)
M.S.A.	MASTER OF SCIENCE IN ADMINISTRATION (MANAGEMENT, PUBLIC ADMINISTRATION, HOME ECONOMICS, AND SOCIAL ADMINISTRATION)
Ed.S.	SPECIALIST IN EDUCATION

The requirements for the Master's degree are found in the Graduate Catalog.

MAJOR PROGRAMS

ACCREDITATIONS

Academic programs at Georgia College are accredited by the following accrediting agencies:

Southern Association of Colleges and Schools (S.A.C.S.)
National Council for Accreditation of Teacher Education (N.C.A.T.E.)
National League for Nursing (Nursing)—Associate Degree
National Association of Schools of Music (Music)
American Medical Association (Medical Technology)
American Home Economics Association (Home Economics)



MAJOR REQUIREMENT

A major area of concentration is composed of eight or more five-hour courses in the major department, plus the other degree requirements including general education.

A major or certification may be taken in any of the following areas at the levels shown:

Art	A.B., B.S.	History	A.B., M.A., M.Ed.
Biology	A.B., B.S., M.Ed., M.S.	Home Economics	B.S.H.E., M.Ed., M.S.A.
Business Administration and Economics	A.B., B.S., B.B.A., M.B.A., M.Ed.	Consumer Merchandising	
Art Marketing*		Foods and Nutrition	
Business Information System*		Human Ecology	
Management	M.S.A.	Home Economics Education	
Accounting		Library Media	†
Office Occupations		Mathematics	A.B., B.S., M.Ed.
Fashion Marketing*		Medical Technology	B.S.
Economics		Music	B.Mus., B.M.Ed.
Logistics		Music Therapy	B.M.T.
Marketing		Nursing	A.S., B.S.N.
Chemistry	A.B., B.S.	Preprofessional Preparations (I)	
Computer Science*		Engineering	
Education	A.B., B.S., M.Ed., Ed.S.	Dentistry	
Elementary		Law	
Early Childhood		Medicine	
Middle Grades		Philosophy and Religion	†
Secondary**		Physics	†
Special		Political Science and Public Administration (Criminal Justice)	A.B., B.S., M.S.A., M.Ed.
English (Journalism)	A.B., M.Ed.	Psychology	A.B., B.S., M.S.
French	A.B.	Recreation	B.S.
Geography	†	Sociology	A.B., B.S., M.S.A., M.Ed.
Health Education	B.S.	Spanish	A.B.
Health, Physical Education and Recreation	B.S., M.Ed.	Speech	†

*A joint program involving more than one department.

**Leads to certification to teach at the secondary level.

†Available at less than major concentration.

(I)See Pre-Professional program descriptions, page 85.

MULTIPLE MAJORS

Provisions are made for listing of two or more majors on the student's transcript. All degree requirements must be met for each department in which a major is declared. The student will be assigned an adviser in each subject area.

MINORS

A student has the option of selecting one or more minor areas of concentration and these will be recorded on the transcript. A minor shall consist of at least 20 credit hours of coursework, 10 of which must be in the upper division. Requirements for a minor are determined by the department in which the minor is taken.

BASIC REQUIREMENTS FOR ALL BACHELOR'S DEGREES

BASIC REQUIREMENTS

Hours

Core Curriculum Areas I, II, and III	60
Physical Education Activities	6

BACHELOR OF ARTS

The following are the requirements for the degree of Bachelor of Arts:

Hours

Basic Requirements	66
Foreign Languages	5-20

The foreign language requirements consist of the equivalent of four college courses as follows:

1. If no entrance credits are offered in the language chosen in college, four courses in one foreign language are required.
2. If two or three entrance units are accepted in one foreign language, that language may be continued for one or two courses accordingly.
3. If four units are offered for entrance, the requirement may be absolved by examination.

Major Area of Concentration (minimum)	40*
Elective and other non-major requirements including teacher certification	55-70*
	186

*Some of these credits will be specified in Area IV for all major programs.

BACHELOR OF SCIENCE

The following are the requirements for the degree of Bachelor of Science:

Hours

Basic Requirements	66
Additional Courses from the Social and Behavioral Sciences or Mathematics and the Natural Sciences	10
Major Area of Concentration (minimum)	40*
Elective and other non-major requirements including teacher certification	70*
	186

*Some of these credits will be specified in Area IV for all major programs.

Note: A minimum of five (5) hours of a modern foreign language, in addition to the general core curriculum (Areas I, II, and III), is required for the Bachelor of Science degree for all majors offered in the School of Arts and Sciences.

BACHELOR OF MUSIC:

The following are the requirements for the degree of Bachelor of Music:

Instrumental Major—piano, organ, or wind instruments

	Hours
Basic Requirements66
Music courses (see page 138)126
	<u>207</u>

BACHELOR OF MUSIC EDUCATION

The following are the requirements for the degree of Music Education:

	Hours
Basic Requirements86
Music courses (see page 139)111
Professional Education35
	<u>212</u>

SECOND BACCALAUREATE DEGREE

To qualify for a second Georgia College baccalaureate degree a candidate must earn in residence, at Georgia College, at least 45 additional hours of credit and meet all requirements for the degree. Students having a baccalaureate degree from another institution must take at least 60 hours in residence at Georgia College.

INDEPENDENT STUDY

Independent study courses are offered by the departments who list them in the catalog. Independent study courses include only those areas of research, study or investigation beyond those normally offered in the department curriculum.

INDIVIDUAL INSTRUCTION

Departments may offer courses by individual instruction. This is considered only in an emergency situation demanding that a student have the course immediately and only with the consent of the appropriate instructor and the department chairman.

TEACHER EDUCATION

The standard credential for beginning teachers in the public schools of Georgia is the Teacher's Associate Professional Four-Year certificate. To qualify for this certificate, one must have completed an approved program at Georgia College as follows:

- Early Childhood Education (K-4)
- Middle Grades Education (4-8)
- Business Education (7-12)
- English (7-12)
- Modern Foreign Languages (French or Spanish) (7-12)
- Home Economics (7-12)
- Mathematics (7-12)
- Science (Biology or Chemistry) (7-12)
- Social Studies (7-12)
- (Behavioral Sciences, History, or Political Science)

Art Education (1-12)
Health and Physical Education (1-12)
Health Education (1-12)
Music Education (1-12)
Special Education (MR) (1-12)
Associate Library Media Specialist
(supplementary field only)

ACADEMIC ADVISEMENT

Georgia College maintains a comprehensive academic advisement system to aid students in the selection of their courses and majors. All students, except transient and special students, are assigned to a faculty adviser when they are accepted for admission. For this reason, it is important that the intended area of major interest be indicated on the application form.

Faculty advisers will make every effort toward conscientiously advising the student concerning courses, class schedules, etc. While the adviser has the responsibility of assisting the student in planning his academic program and of approving the student's proposed course work as it relates to his major, the responsibility of meeting all academic and graduation requirements as stated in this catalog rests ultimately with the student. **THE FACULTY ADVISER CANNOT BE HELD RESPONSIBLE FOR ANY ACTION TAKEN BY THE STUDENT WHICH IS CONTRARY TO THE ADVISER'S RECOMMENDATION.**

At least by the third quarter of enrollment the student is advised to begin deciding on the department of his major. Students are advised to select their major departments no later than the end of the sixth quarter of enrollment. (The student may select his major department at any time regardless of the number of quarters enrolled.) Students should not feel pressured to decide on a major at first. Undecided students will be assigned advisers at random. However, academic programs in some areas necessitate early decisions.

Once a student has selected his major department, in consultation with his assigned adviser and the chairman of the department in which he has decided to major, the student declares his major. Majors are declared by completing the form supplied by his adviser and signed by the department chairman of his major. The form is filed in the Dean's office, and a faculty adviser of the student's major department is responsible for the student's advisement until he either changes his major, graduates, or withdraws.

COOPERATIVE EDUCATION & INTERNSHIP PROGRAMS

Georgia College encourages off-campus educational experiences through Cooperative Education and Internship programs. These programs offer students an opportunity to address real-life problems under the supervision of successful professionals in the public and private sector with the guidance of faculty members.

The Cooperative Education program provides for educational enrichment through combining meaningful full-time work in the public or private sector in an alternating pattern with classroom studies at Georgia College. The work period is equal to the study time which is consistent with the quarter system at Georgia College. The college is responsible for the development and coordination of the work sequence in cooperation with the employer's representative. The work activities shall be of such a nature as to provide for a substantial learning experience that will complement the student's classroom studies on campus. Students will normally work two or more quarters under the co-op program.

All Cooperative Education students are required to enroll in the appropriate co-op course and earn academic credit in accordance with the policies and procedures as outlined by the academic department and handbook on Cooperative Education.

Internships are designed as a (one-quarter) field experience with emphasis on a specific project or task to be completed. Most internships involve community-based learning experiences for a public agency, providing a needed service to society and encouraging students to consider careers in public programs.

Approval for student participation in both programs is determined by the Department Chairperson and the Director of Cooperative Education and Internship. Students approved may earn up to fifteen hours of academic credit. Generally speaking, both programs are limited to upper division students with at least a 2.0 grade point average. For application or further information, contact the Office of Cooperative Education & Internship located in Parks Hall, 202.

PRE-PROFESSIONAL PROGRAMS

LAW

If you want to become a lawyer, both your education and other experiences should be directed to that goal. In recent years, increased interest in law as a career has resulted in intense competition for places in the law school classes. Some schools appear to have as many as ten applicants for every acceptance offered, and the quality of the credentials of the applicants is outstanding. It is important then, that when considering law as a career, you develop a strategy that will aid in your being offered a place in the entering class of a law school. Law school programs are three years in duration for full-time students. Most law schools only admit entering students in the fall.

PRE-LAW EDUCATION

Nearly all law schools require a college degree from an accredited school, like Georgia College, as a condition for admission. Legal educators agree that the development of skills and habits conducive to legal reasoning is more important than subject matter. The student's college courses should be geared, therefore, to the development of: (1) a broad cultural background; (2) habits of thoroughness, intellectual curiosity and scholarship; (3) the ability to organize material and communicate the results; (4) verbal skills. Law school educators recommend that pre-law students take courses that offer the following opportunities; (1) a variety of reading assignments selected from well-directed class discussions; (2) ample opportunity to prepare and criticize written and oral reports; (3) independent research projects and essay examinations. Questionnaires have asked leaders of the Bench and Bar which pre-law subjects they considered most valuable. The following subjects were listed, in order of preference: English, government, economics, American history, mathematics, and philosophy. Accounting and public speaking courses were also recommended.

LAW SCHOOL ADMISSION REQUIREMENTS

Almost all Law Schools require an undergraduate degree as a prerequisite to admission. The undergraduate work and the Law School Admission Test (LSAT) are the two most important items considered by the Law Schools when they evaluate an applicant for admission. The LSAT is an "aptitude" test made available through the Educational Testing Service. Information about the test and application forms to take it can be obtained by writing

Educational Testing Service, P.O. Box 944, Princeton, New Jersey 08540 and specifically requesting materials related to the LSAT. The Georgia College campus pre-law adviser also has this information available.

The LSAT aptitude score scale ranges from 200 to 800. The writing ability portion of the LSAT is measured on a scale that ranges from 20-80.

The Law School Data Assembling Service (LSDAS) exists to provide Law Schools a complete summary of the applicant's undergraduate record. All undergraduate work is put on a semester basis and a 4.0 grading scale. Students should plan on taking the LSAT the fall quarter of their senior year and sending their transcripts to LSDAS about the same time. The Law School Admission Council, Inc. (LSAC), which oversees the work of the LSAT and LSDAS Standing Committees, also publishes a Pre-Law Handbook which is available from the Educational Testing Service at the address given above. The College's pre-law adviser also has this information.

HEALTH PROFESSIONS PREPARATION

Minimum acceptance requirements are listed for the schools noted below. Any major may be selected but the specified courses must be taken. The students must be informed of the additional requirements of each institution to which application is made. Each school requires scores from a specified entrance examination for consideration. Pre-Professional students should consult with the Coordinator of Allied Health Professions and their faculty adviser.

PRE-MEDICAL (MEDICAL COLLEGE OF GEORGIA)

Biology 123, 124, and one elective

Chemistry 101, 102, 103, 336, 337, 338 or an advanced elective

English 101, 102, 200 or 201

Physics 101, 102, or 201, 202, 203

*Three years of college are required for consideration.

PRE-DENTAL (MEDICAL COLLEGE OF GEORGIA)

Biology 123, 124

Chemistry 101, 102, 336, 337

English 101, 102

Physics 101, 102 or 201, 202

*Two years of college are required.

PRE-VETERINARY (COLLEGE OF VETERINARY MEDICINE, UNIVERSITY OF GEORGIA)

Biology 123, 124, 440

Chemistry 101, 102, 336, 337, 351

English 101, 102

Humanities 101

Physics 101, 102, or 201, 202, 203

*Two years of college are minimum.

*It is suggested by all institutions that each student pursue a well-rounded bachelor's degree program. Few students are accepted previous to the Senior college year.

ENGINEERING

Georgia College and the Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Georgia College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from Georgia College and one of the several designated bachelor's degrees from Georgia Institute of Technology.

Dual Degree candidates from Georgia College are eligible to seek any of the following degrees from Georgia Institute of Technology:

ENGINEERING COLLEGE:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Textile Engineering

GENERAL COLLEGE:

- Bachelor of Science in Applied Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Physics
- Bachelor of Science in Applied Psychology

COLLEGE OF INDUSTRIAL MANAGEMENT:

- Bachelor of Science in Behavioral Management
- Bachelor of Science in Economics
- Bachelor of Science in General Management
- Bachelor of Science in Industrial Management
- Bachelor of Science in Management Science

SOUTHERN TECHNICAL INSTITUTE:

- Bachelor of Apparel Manufacturing Engineering Technology
- Bachelor of Architectural Engineering Technology
- Bachelor of Civil Engineering Technology
- Bachelor of Electrical Engineering Technology
- Bachelor of Industrial Engineering Technology
- Bachelor of Mechanical Engineering Technology
- Bachelor of Textile Engineering Technology

Interested students should consult the Georgia College Dual Degree program coordinator in the Department of Chemistry and Physics for information concerning specific course requirements.

HONORS PROGRAM

The Honors Program at Georgia College is designed to aid superior students in developing their full academic potential. Its primary goals are to provide such students with intellectual opportunities beyond the ordinary level: small and enriched classes, interdepartmental seminars, and independent study. It is hoped that these students will benefit by close personal contact with experienced faculty members and the opportunity to strike out on their own in intellectual pursuits.

Students who complete the Honors Program by taking at least one freshman-level course, one seminar and one independent study will be recognized at graduation. Students who complete three units of the two advanced phases of the program will also be recognized. A special seal will be placed on the diplomas of all who are recognized. Students who do not meet all of these requirements may petition the Honors Committee for special permission to graduate with Honors Credit.

To be admitted to honors courses on the freshman level a student must have a high school average of 3.2 and an aggregate SAT score of at least 1000. A 550 verbal score is required for admission to English 102-H and the Chemistry Department requires acceptance by a special committee of its own members. Transfer students with a cumulative average of 3.2 are also invited. Entering students who are eligible will be sent a letter and a statement of intention which must be signed by the student. Other students who prove their academic ability by performance during the first or subsequent quarters by meeting these requirements will be invited to enter the program. The Honors Program is intended to serve all students who qualify for admission any time during their undergraduate career.

Students will remain in the program as long as they maintain a 3.0 over-all average. If the average falls below the minimum, they are allowed a probationary period of two quarters to return to good standing. Such students may continue to take honors courses but are not eligible for recognition unless their average returns to 3.0.

Students with sophomore or higher standing may participate in general interdepartmental seminars.

Seniors are given an opportunity to do independent study for honors credit. This work would involve a thesis or other creative project. The following guidelines apply:

1. To be eligible for independent study for honors credit, a student must have completed 20 hours in his or her major, with a 3.0 overall average and a 3.2 average in the major.
2. A student registering for independent study should obtain three application forms from the Honors Program director and submit a transcript or letter of recommendation from his or her department chairperson certifying he or she has met the requirements.
3. In consultation with his or her study director, who must be an assistant professor or higher, the student will work out a proposal on these forms.
4. The study director should request the services of a colleague who has professional familiarity with the topic to serve as examiner. This person may be someone from the student's department or a related discipline. The examiner should hold the rank of assistant professor or higher. A member of the Honors Committee could serve in this position, and the committee might aid the director in selecting an examiner.

5. The application must be approved by the chairperson of the student's major department.
6. The application should be received and approved by the Honors Program director at least a week before registration for the quarter in which the study is to be undertaken. When approved, copies will be sent to the study director and the registrar, and one will be kept in the committee's files.
7. After the student has completed his work and it has been checked by the examiner, the study director should call a meeting to be attended by at least the director, the examiner, and the student. At this meeting the work should be discussed with the student, suggestions for improvement pointed out, and the student questioned on the broader scope of the work.
8. After the meeting the director should evaluate the student's work and assign a grade. The final responsibility for this grade is that of the director.
9. If the student's work meets honors standards, the director may recommend that the Honors Committee award honors credit. In such a case, the director should send a final report, including the grade and a descriptive evaluation of the student's work, to the Honors Committee at least two weeks before the end of the quarter before graduation. The examiner may make known his disagreement by writing a separate report.
10. The Honors Program director will circulate copies of this report to the Honors Committee members and call a meeting with the student and study director to discuss the project.
11. If the committee concurs that the project meets honors standards, it will award honors credit, and the Honors Program director will notify the registrar to indicate it on the student's record.
12. If the student's work does not meet honors standards, the study director or the committee may recommend no honors credit.

Students in the Honors Program automatically become members of the Honors Student Association, which elects three members of the Honors Committee and sponsors other informative programs.

COURSE NUMBERS

Most courses are identified by a three-letter prefix and a three-digit number with the first digit indicating the year level of the instruction. Special Studies courses, indicated by the prefix SPS, carry institutional credit only. These courses cannot be applied for credit toward any degree and are not transferrable to another college or university.

NOTE: (4-3-5) following course title indicates:

4 hours lecture, 3 hours laboratory, and 5 hours credit.

(Var.) indicates variable credits as stated in the course description.

F, W, S, Su indicate the following will normally be offered during the Fall, Winter, Spring, or Summer quarter respectively.

OFFICIAL DISCIPLINE ABBREVIATIONS

ACT	ACCOUNTING	HHM	HOME EC—
ANT	ANTHROPOLOGY		HOME & CONSUM. MGMT.
ART	ART	HIS	HISTORY
AST	ASTRONOMY	HOE	HOME EC—(GENERAL)
BED	BUSINESS EDUCATION	JRN	JOURNALISM
BIO	BIOLOGY	LAW	BUSINESS LAW
BIS	BUSINESS INFO SYSTEMS	MAT	MATHEMATICS
BOT	BOTANY	MET	MEDICAL TECHNOLOGY
BUA	BUS. ADM.	MGT	MANAGEMENT
CHE	CHEMISTRY	MKT	MARKETING
CRJ	CRIMINAL JUSTICE	MUA	APPLIED MUSIC
CSC	COMPUTER SCIENCE	MUE	MUSIC EDUCATION
DRA	DRAMA	MUP	MUSIC ENSEMBLES
ECO	ECONOMICS	MUS	MUSIC
EEC	EARLY CHILDHOOD EDU.	MUT	MUSIC THERAPY
EMG	MIDDLE GRADES EDU.	NUR	NURSING
EEX	SPECIAL EDUCATION	PED	PHYSICAL EDUCATION
EFE	FIELD EXPERIENCES	PHI	PHILOSOPHY
EFS	FOUNDATIONS AND SEC.	PHY	PHYSICS
ELM	LIBRARY MEDIA	POS	POLITICAL SCIENCE
ENG	ENGLISH	PSY	PSYCHOLOGY
ENS	ENVIRONMENTAL SCIENCE	PUA	PUBLIC ADMINISTRATION
FIN	BUSINESS FINANCE	REC	RECREATION
FRE	FRENCH/MFL	REL	RELIGION
GEO	GEOGRAPHY	SOC	SOCIOLOGY
HCF	HOME EC—CHILD & FAMILY	SPA	SPANISH/MFL
HCT	HOME EC—	SPE	SPEECH
	CLOTHING & TEXTILES	SPS	SPECIAL STUDIES
HEA	HEALTH	SWE	SOCIAL WELFARE
HED	HOME EC EDUCATION	ZOO	ZOOLOGY
HFN	HOME EC—FOODS & NUTRITION		

ACADEMIC STRUCTURE

The undergraduate academic programs at Georgia College are provided through three schools: The School of Arts and Sciences, Dean William C. Simpson; the School of Business, Dean Joseph Specht; the School of Education, Dean John Lounsbury. The graduate programs are described in a separate publication, the *Graduate Catalog*, which is available from the Dean of the Graduate School, Dr. Lloyd Chesnut.

Subsequent sections of this undergraduate catalog are divided into the three undergraduate schools. Persons interested in pursuing the various programs described should contact either the dean of the school or the chairman of the department which offers the program for further information.

All applications for admission into the three undergraduate schools must be obtained from and returned to the Registrar and Director of Admissions at Georgia College, Mr. Linton Cox. No person may register for any academic program or course work until he has been admitted to the college.

SCHOOL OF ARTS AND SCIENCES

WILLIAM C. SIMPSON, DEAN

PURPOSE

Leaders in government, business, professional and civic organizations in the community, and other areas frequently remind us that institutions of higher education have a responsibility to provide quality educational opportunities in the broad areas of arts and humanities, natural sciences, and the social sciences for its graduates who will become the community leaders of the near future. The School of Arts and Sciences accepts this charge and recognizes that the problems inherent in meeting the challenge are many and are interlocked. In order to prepare students to effectively meet the demands of an increasingly complex society, it is necessary that we provide them with understanding and knowledge in addition to the facts and skills. Members of the faculty of Arts and Sciences are dedicated to teaching and research that will enable their students to meet their future responsibilities.

In addition to providing instruction in the traditional arts and sciences fields, the School of Arts and Sciences also has opportunity to serve students having career objectives in business and/or professional education. This is accomplished without sacrificing the liberal arts traditions through providing the general education component of the Core Curriculum. The School also provides instruction in preparation for careers in the professional areas of nursing, medical technology, and criminal justice. Through its dual-degree program, in cooperation with Georgia Tech, the School provides opportunities for students seeking professional programs in engineering and technologies.

The greatest asset of the School of Arts and Sciences is its dedicated and well qualified faculty. Of the ninety-three currently full-time members of the faculty, forty-eight (or fifty-two percent) possess earned doctorates from twenty-five major universities and a total of 248 degrees from 88 institutions. They represent twenty-four states and four foreign countries. The first criterion to be met by a prospective faculty member is a firm commitment to teach and maintain close personal contact with students. Despite heavy demands placed upon them in the classroom and in personal advising of their students, one of every three faculty members in Arts and Sciences either published or completed scholarly works last year. They are also valued members of the Milledgeville community, participating in civic, religious, and cultural activities as well as providing an economic impact.

ART

GEORGE H. GAINES, CHAIRMAN

Professor: Gaines, Associate Professor: Hardy. Assistant Professors: Brown, Nix.

The Art Department is concerned with the creative, educational, and technical development of the student. The program is planned with emphasis upon the background of knowledge necessary for value judgements and the sense of order in the several areas of the visual arts. Aside from the purely aesthetic and cultural point of view, the student has the opportunity to explore, experiment, and apply his knowledge through courses in drawing, painting, design, crafts, ceramics, and independent study.

Art Education courses for elementary and secondary grades are open to students preparing to teach in the public schools.

CAREER INFORMATION

1. Bachelor of Arts degree with a major in Art:

Preparation for further study in specialized fields of commercial art, advertising, interior design, textile design, ceramics, painting, crafts, art history.

2. Bachelor of Science degree with major in Art Education:

Preparation for further study.

Preparation to teach in the public schools.

3. Bachelor of Arts, Bachelor of Science (or Bachelor of Bus. Admin.) with a major in Art Marketing:

Prepares students in the areas of craft merchandising and marketing, guilds, state craft organizations, civic recreation programs and private enterprise.

REQUIREMENTS FOR MAJOR

1. Bachelor of Arts degree with a major in Art: general education plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 317, 318, 333, 450, 451, 452 and a ten-hour concentration selected from one of the following areas: painting, crafts, or ceramics; two of the following: 328, 347 and 348. Foreign Language plus electives to complete 186 hours required for graduation.

2. Bachelor of Science degree with a major in Art Education: general and professional education. A minimum of (5) hours of a modern foreign language plus eighteen courses in art required, including Art 204, 205, 206, 210, 211, 212, 304, 310, 314, 316, 317, 318, 333, 335, 450, 451, 452; one of the following: 328, 347, 348, and one additional art course from the remaining areas. Electives to complete 186 hours required for graduation.

3. Bachelor of Arts degree with major in Art Marketing: general education with foreign language, plus 11 courses in art required, including Art 103, 204, 205, 206, 212 (Area IV), 304, 310, 333, 329, 335-336, practicum and required courses in Business Administration.

4. Bachelor of Science degree with a major in Art Marketing: general education. A minimum of (5) hours of a modern foreign language plus 13 courses in art required, including Art 103, 204, 205, 206, 212 (Area IV), 304, 310, 317, or 318, 333, 329, 335-336, one art elective, practicum and required courses in Business Administration.

Required courses in business administration for Art Marketing:

BUA 301 or MKT 327
 LAW 307
 BED 327 or ACT 252
 MGT 340
 MKT 361, 362, 366

REQUIREMENTS FOR MINOR

Art Structure and a two-course sequence in a studio area.

Art History Survey and two courses from the following: 328, 347 or 348.

Area IV: Art		Area IV: Art-Education	
Courses	Hours	Courses	Hours
For Lang.	10	EFS 204	5
ART 103	5	ART 103 or MUS 102	5
ART 204, 205, 206	12	ART 204, 205, 206	12
ART 210, 211, 212	9	ART 210, 211, 212	9
MUS 102	5*	PSY 201 or SOC 101	5
	41		36

*Elective

Area IV Art Marketing

B.A. 251
 B.A. 252 or BED 327
 ECO 271 (see Area III)
 MGT 209
 ART 204, 205, 206, 212

NOTE: Portfolio required of transfer students prior to registration. Grades of D in art courses not accepted for art degree credit.

EXHIBITION PROGRAM

The exhibition program brings to the campus contemporary works in painting, drawing, graphics, ceramics, crafts, sculpture, and photography by recognized artists. Exhibitions are held in the College gallery.

In addition to the regular exhibition program, the Department of Art maintains an increasingly important collection of original art works. The permanent collection includes the Mary Thomas Study Collection of nineteen graphic works, the Mamie Padgett Collection of twenty-one works, and the Departmental Collection of twenty-six works. The collection is added to systematically through donations, gifts, and departmental purchases. It is housed in Porter Fine Arts Building.

COLOR SLIDE COLLECTION

The Department of Art has a collection of approximately 140 strips and over six thousand color slides including the fifteen hundred-slide set of *The Arts of the United States* compiled by the Carnegie Corporation of New York.

ART

101. BASIC DESIGN AND COLOR. (3-4-5) F, W, S

Principles of design, composition, and color fundamentals. Lecture and studio problems for the non-art major. Fee for material.

103. INTRODUCTION TO ART. (5-0-5) F, W, S, Su (Area I)

A study of the qualities that make works of art fine, with direct experience and analysis of actual objects of the major visual arts. The student is led to acquire a basic vocabulary of words and ideas for intelligent and discriminating appreciations.

204.* ART STRUCTURE. (0-8-4) F

Drawing, design and introduction to graphic techniques.

205.* ART STRUCTURE. (0-8-4) W

Drawing, design and introduction to painting.

206.* ART STRUCTURE. (0-8-4) S

Drawing, design and introduction to sculpture.

210. ART HISTORY SURVEY. (3-0-3) F

Ancient and Medieval periods.

211. ART HISTORY SURVEY. (3-0-3) W

Gothic, Renaissance, and Baroque periods.

212. ART HISTORY SURVEY. (3-0-3) S

Neo-classic through mid-twentieth century.

216. DRAWING. (0-10-5) F, W, S

Drawing from still life, landscape, figure. Various media. Fee for model and materials.

290, 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each. F, W, S

Prerequisite: Admission to the College Honors Program and Sophomore Classification. A general interdisciplinary seminar.

304. DRAWING AND PAINTING. (0-10-5) W, S

Prerequisite: Art 205. Picture structure through design and composition. Studio and lecture.

310, 311. CERAMICS. (0-10-5) each. S

Prerequisite: Art 206 or permission of instructor.

314, 315. ART EDUCATION K-6. (3-4-5) each. F, W, S, Su

This course is designed to develop an understanding and evaluation of materials and teaching methods in relation to the behavioral sciences and art teaching theories. The acquisition of sufficient knowledge and skills for classroom practice are emphasized through personal participation.

316. ART IN THE JUNIOR AND SENIOR HIGH SCHOOL. (3-4-5) F

Prerequisite: Art 315. A sequential course for art education majors. Includes curriculum planning, sources of supplies, art room, planning and adaptations of studio experiences to various teaching levels. Lecture and studio.

317. SCULPTURE. (0-10-5) each. (Alternate years)

Prerequisite: Art 206. Problems in creative arrangements of three-dimensional forms. Experience in various sculpture media.

318. GRAPHIC DESIGN. (0-10-5) (Alternate years)

Problems in creative arrangements and the composition of two-dimensional forms. Experience in a variety of printmaking processes.

328. THE ANCIENT WORLD. (5-0-5)

A study in the development of the arts from the prehistoric to the early Christian period.

*Art 204, 205, 206, 315 are for art majors.

329. COMMERCIAL DESIGN. (0-10-5) S

Prerequisite: Art 101 or 206. A technical approach to layout with problems in poster design, bookjacketing, packaging, and other exercises in the application of commercial art to present-day advertising. Lecture and studio.

333. DRAWING. (0-10-5) F

Prerequisites: Art 204 and 205 or permission of instructor. Intensive study of the human figure through studio experience with model and through analysis of the drawings of the masters. Studio and lecture. Fee for model and materials.

335, 336. CRAFTS. (0-10-5) each. F, W

Prerequisite: Art 206. Design related to a variety of materials and processes, including textile weaving, printing, silk screen and dyeing, jewelry and metal work, enameling, and stonemasonry. Lecture and studio. Fee for materials.

347. THE MODERN WORLD. (5-0-5)

A study in the development of twentieth-century painting, sculpture, and architecture.

348. AMERICAN ART. (5-0-5)

A study of the development of painting, sculpture, architecture, and allied arts in the United States from the colonial period to the present.

444. PAINTING. (0-10-5) S

Prerequisite: Art 304 and 333. Various media. Technical consideration of preparation of grounds, mediums. Analyses of the techniques of the masters. Aesthetic consideration of picture structure. Studio and lecture.

445. PAINTING. (0-10-5) S

Prerequisite: Art 444. Advanced painting. Studio and lecture.

450, 451, 452. SEMINAR AND EXHIBITION*. F, W, S

For Art Majors. To be taken three quarters. Credit, two (2) hours each. Total credit, six (6) hours.

460. GEORGIA ARCHITECTURE SEMINAR TOUR. (Intensive Study Nine Days—5) Su

An opportunity to experience and evaluate architecture of national and regional importance in Georgia. Open to all who have an interest in historical southern architecture including undergraduates in good standing from any college, university or art school and graduate students, and alumni of any institution who wish to further their art studies with or without credit.

48E. INDEPENDENT STUDY. (0-0-5) F, W, S

An opportunity for qualified students to work on individual problems in addition to the offerings in the curriculum. To be taken only with the approval of the chairman of the department.

49B-Q. INTERNSHIP/COOPERATIVE EDUCATION. (2-15 hrs.) F, W, S

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade).

*Exhibition of work completed at Georgia College.

BIOLOGICAL AND ENVIRONMENTAL SCIENCES

DAVID J. COTTER, CHAIRMAN

Professors: Batson, Chesnut, Cotter, Whipple. Associate Professors: Barman, Caldwell, Daniel, Staszak. Assistant Professors: Boone, Saladin. Instructor: Moody*.

Courses in this department are designed to serve general education; to provide a comprehensive view of the life sciences and their relations to human affairs; and to give fundamental training for graduate and professional work.

The departmental major includes BIO 123, BOT 124, ZOO 124, BIO 301, BIO 441, BIO 442, and BIO 490. Four additional five-hour courses are required to complete the major. The course work is designed to allow the student to concentrate in one of four areas: Botany, Zoology, Pre-professional, and Teacher Certification.

MAJOR IN BIOLOGY

Botany: BOT 320, 360, 361, 402, 465

Zoology: ZOO 302, 305, 325, 351, 403, 446, 467

Pre-professional: BOT 320, ZOO 305, 434, BIO 440, ZOO 444, 446

Teacher Certification: Satisfy the State Board of Education requirements which include a year of chemistry, a year of physics and major in biology.

In addition, all biology majors (except teacher certification students) should complete 20 hours of chemistry.

CAREER INFORMATION

Career opportunities for graduates in biological and environmental sciences are perhaps as varied as any academic discipline and allow many avenues for personal fulfillment. To provide some indication of the potentials, the following list presents broad categories for vocational pursuits.

Continued professional preparation is required for such careers as physicians, dentists, physician assistants, pharmacists, medical technicians, medical researchers, medical illustrators, etc. Other professional careers are available in forestry, agriculture, veterinary medicine. Teaching positions are available at pre-college, junior college, and college levels. Many jobs are found in civil service and state merit system including those in: wildlife biology, entomology, parasitology, physiology, agriculture, soil chemistry, microbiology, quality control, aquatic biology. In addition many jobs are becoming available in areas of pollution and conservation, county sanitarians, horticulture, landscaping, hydroponic management and others.

MINOR IN BIOLOGY

Students majoring in other disciplines may minor in biology by completing twenty quarter hours of biology at the 200 level or above. There is no minor available in Environmental Science.

Area IV: Biology

Courses	Hours
BOT 124 and ZOO 124	10
20 hours selected from:	
PHY 101, 102, or 201, 202, 203	
CHE 101, 102, 103, 231, 280	
CSC 201, For Lang.	20
	<hr/>
	30

Area IV: Biology-Education

Courses	Hours
BOT 124 or ZOO 124	5
ZOO 210	5
ZOO 211	5
SOC 101 or PSY 201	5
MUS 102 or ART 103 or SPE 101	5
EFS 204	5
	<hr/>
	30

BIOLOGY (BIO)

123, 124. PRINCIPLES OF BIOLOGY. (4-2-5) each. F, W, S, Su (Area II)

Integrated courses which explore the basic principles of life in the structure, functions, and adaptations of the human organism, animals, and plants. BIO 123 is prerequisite for the advanced courses.

123H, 124H. PRINCIPLES OF BIOLOGY. (4-2-5) each. S, W, (Area II)

An introduction to biology with emphasis on current developments. Open by invitation to entering freshmen with superior SAT scores and high school records upon approval of the chairman of the department.

125. BIOLOGY OF MAN. (5-0-5)

Consideration of vital issues affecting man: reproductive physiology, sexual behavior, drugs and behavior, population crisis, pollution, environmental degradation, resource consumption.

205. BIOLOGICAL VOCABULARY. (1-0-1)

This is a course designed to increase the student's vocabulary of scientific terms so as to expedite his learning of the material in higher Biology courses.

301. CELL PHYSIOLOGY. (5-0-5) F, W

Prerequisite: Two quarters of chemistry and junior standing. The study of the life activities of cells including nutrition, response to the environment, metabolism, growth and reproduction.

350. CONSERVATION. (4-2-5)

Prerequisite: BIO 123. A consideration of the basic biological aspects of the conservation of man's renewable and non-renewable natural resources.

425. LIMNOLOGY. (4-2-5)

Prerequisite: 10 hrs. chemistry or permission of instructor. Ecology of freshwater environments including interactions of biological, chemical, and physical factors.

440. GENETICS. (5-0-5) F, Su

Prerequisite: BIO 123. A study of the physical basis of inheritance, the laws of heredity and their relations to man.

441. EVOLUTION. (5-0-5) W, Su

Prerequisite: 20 hours of biology. A study of the processes of organic evolution.

442. ECOLOGY. (5-3) (0-2) (5) F, S, Su

Prerequisite: BOT 124, ZOO 124. Investigations into the effects of environment on the structures, functions, and community organization of plants and animals. May include occasional week-end trips to study outstanding natural areas.

450H. INDEPENDENT STUDY—HONORS CREDIT. (Var.) on demand.

Prerequisite: Permission of instructor. Special problems in biology. Open by invitation to seniors with 3.2 overall grade point average.

469. FRESHWATER BIOLOGY. (3-4-5) W, Su

Prerequisite: BOT 124, ZOO 124. Study of freshwater organisms, their identification, natural history and environmental relationships.

47A-Q. SPECIAL TOPICS. (Var.) on demand

Prerequisite: Permission of instructor. A course designed to cover certain specialized areas not currently offered by the department.

48A-E. INDEPENDENT STUDY. (Var.) on demand

Prerequisite: Permission of instructor. Special problems in biology.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade).

490. SEMINAR. (3-0-3) W, S

Prerequisite: Jr.-Sr. standing. Studies in selected fields of biology. Required of biology majors in junior or senior year.

BOTANY (BOT)

124. GENERAL BOTANY. (4-2-5)

Prerequisite: BIO 123. A course designed to provide the student with a general background of the fundamental topics in botany. Required of all majors.

320. MICROBIOLOGY. (2-6-5) F, W, S, Su

Designed to give a general knowledge of micro-organisms and their relation to human welfare, particularly as they affect foods and health.

360. NON-VASCULAR PLANTS. (2-6-5)

Prerequisite: BOT 124. A survey of the non-vascular plants including bacteria, fungi, algae, mosses and liverworts with emphasis on evolutionary relationships, morphology, physiology, ecology, and classification.

361. VASCULAR PLANTS. (2-6-5)

Prerequisite: BOT 124. A consideration of the higher plants including ferns, fern allies, gymnosperms and angiosperms with special attention given to the evolutionary trends, morphology, physiology, ecology and classification.

402. FIELD BOTANY. (2-6-5)

Prerequisite: BOT 124. A course designed to acquaint the student with interrelationships of living organisms through the use of plant material from the natural habitat.

465. PLANT ANATOMY AND PHYSIOLOGY. (2-6-5)

Prerequisite: BOT 124. A course designed for the understanding of plant function as related to plant structure.

485. ADVANCED MICROBIOLOGY. (2-6-5)

Selected topics covering freshwater bacteria, fungi, algae, protozoa, and microcrustacea.

ZOOLOGY (ZOO)

124. GENERAL ZOOLOGY. (4-2-5)

Prerequisite: BIO 123. A survey of the characteristics of invertebrate and vertebrate animal groups from protozoa to man. Required of all majors.

210. HUMAN ANATOMY. (3-4-5)

A detailed study of the structures of the human body.

211. HUMAN PHYSIOLOGY. (4-2-5)

A detailed study of the functions of the human body using the systems approach.

302. COMPARATIVE ANIMAL PHYSIOLOGY. (1-8-5) S

Prerequisite: BIO 301. The study of the organ functions in various animals, vertebrate and invertebrate, emphasizing and introducing instrumentation and techniques.

305. COMPARATIVE VERTEBRATE ANATOMY. (2-6-5)

Prerequisite: ZOO 124. Concerns the general anatomy, physiology, ecology, and evolutionary relationship of the chordate animals. Several types of vertebrates are dissected.

325. INVERTEBRATE ZOOLOGY. (3-4-5)

Prerequisite: ZOO 124. A study of invertebrate animal groups from protozoa through the insects, with attention given to general anatomy, physiology, ecology, and evolutionary relationships, and to their social significance.

351. COMPARATIVE ANIMAL BEHAVIOR (3-4-5)

Prerequisite: ZOO 124. A study of animal behavior and the factors influencing behavior patterns.

403. FIELD ZOOLOGY. (2-6-5)

Prerequisite: ZOO 124. A study of the classes of vertebrates in relation to taxonomy, life history, behavior, populations and evolution.

434. HISTOLOGY. (2-6-5) W, odd

Prerequisite: BIO 123. Preparation and study of animal tissues.

444. VERTEBRATE EMBRYOLOGY. (2-6-5) S, odd

Prerequisite: ZOO 124. The early embryological development of vertebrates. Includes study of germ cells, fertilization, differentiation, and the origin of organ systems.

445. ICHTHYOLOGY. (3-4-5)

Prerequisite: ZOO 124. The biology, classification, morphology, behavior, and distribution of fishes.

446. PARASITOLOGY. (2-6-5)

Prerequisite: ZOO 124 or permission of instructor. The biology, identification, and control of protozoa, worms, and insects that commonly parasitize man and domestic animals.

455. MAMMALOGY. (4-2-5)

A study of taxonomy, behavior, distribution, and natural history of North American Mammals.

460. BIOLOGICAL FOUNDATION OF BEHAVIOR (5-0-5)

(See PSY 460)

467. GENERAL ENTOMOLOGY. (2-6-5)

Prerequisite: ZOO 124. An introduction to the biology, classification, morphology and behavior of insects.

ENVIRONMENTAL SCIENCES (ENS)

210. GEOLOGY. (4-2-5) F (Area II)

A survey of physical and historical geology with an introduction to basic scientific principles and methods. Appropriate for the Environmental Sciences Program.

390. METEOROLOGY. (3-0-3) F

Principles of meteorology, heat exchange, pollutant concentration.

391. CURRENT TOPICS I. (1-0-1) W

A seminar featuring student reports and guest speakers.

392. CURRENT TOPICS II. (1-0-1) S

A seminar featuring student reports and guest speakers.

CHEMISTRY AND PHYSICS

JOSEPH F. VINCENT, CHAIRMAN

Professors: Baarda, Simpson, Vincent. Associate Professors: Hargaden, Lamb. Assistant Professor: Pohl.

The Department of Chemistry places major emphasis on creating a basis for an informed opinion regarding developments in chemistry. Fundamental training is provided for those who plan to enter science education, graduate work, research or the medical or paramedical areas.

Courses in Physics are designed to serve general education; to provide a comprehensive view of the study of physics and its application to human affairs in this age of science; and to give fundamental training for further work in physical sciences. Students who are interested in a major in Physics are referred to the description of the Dual Degree Program with Georgia Institute of Technology elsewhere in this catalog.

Major Program: The Chemistry major includes Chemistry 280, 301, 336, 337, 338, 491, 492, 493, and 5 hours of an elected chemistry course. In addition, six hours of seminar are required during the Junior and Senior years. It is strongly recommended that the student do at least one quarter of Independent Study.

Graduates in Chemistry are expected to be competent in the theory of inorganic chemistry, organic chemistry and physical chemistry and to have a fundamental understanding of analytical procedures including instrumentation. A sound background in Physics and Mathematics is required. Competence in Chemistry must be demonstrated by a Senior Examination.

In the related areas of Physics and Mathematics, the Chemistry major requires a minimum of Physics 201, 202, and 203 and Mathematics through 240. It is strongly recommended that these requirements be satisfied prior to the senior year.

Minor Program: Chemistry 101, 102, 103, 231, 280, 351.

Professional Education: Students majoring in the department who desire to teach must also register with the Department of Education in one of the approved programs required for certification.

Area IV: Chemistry

30 hours selected from
CHE 103, 231, 280
PHY 201, 202, 203
MAT 101, 102, 223, 240, 241, 242
BIO 123, 124, ZOO 211
ENS 210
FRE 101, 102, 211, 212
CSC 201

Area IV: Chemistry-Education

15 hours selected from:
ENS 210
PHY 101, 102, or 201, 202, 203

15 hours selected from:
MAT 101, 102, 223, 240, 241, 242
CSC 201

CHEMISTRY (CHE)**101. GENERAL CHEMISTRY I. (4-2-5) F, W, S, Su (Area II)**

Fundamentals of general chemistry. Emphasis on the relation of chemistry to everyday life. Must be taken in sequence.

102. GENERAL CHEMISTRY II. (4-2-5) F, W, S, Su (Area II)

Continuation of Chemistry 101.

103. GENERAL CHEMISTRY III. (4-2-5) F, S

Prerequisite: Chemistry 102. A study of several types of equilibria and qualitative analysis.

130. INTRODUCTORY CHEMISTRY FOR HEALTH SCIENCES. (4-2-5) Su, W

The course is designed to provide students in health related fields with a survey of general chemistry and some organic chemistry with an emphasis on incorporation of biochemically significant substances and phenomena as a framework to describe chemical principles.

231. ORGANIC CHEMISTRY. (4-2-5) F, S, Su

Prerequisite: Chemistry 102. A brief study of the principal classes of organic compounds.

280. QUANTITATIVE ANALYSIS. (3-4-5) W

Prerequisite: Chemistry 102. A study of techniques of chromatography, spectroscopy, oxidation-reduction reactions and radiochemistry as they provide an introduction to modern analytical chemistry.

300. ENVIRONMENTAL CHEMISTRY I. (3-4-5) S

Prerequisite: Chemistry 103, 280, 231 or equivalent. A study of soil and water chemistry including analysis. Appropriate for Environmental Sciences majors.

301. INORGANIC CHEMISTRY. (4-2-5) F

Prerequisite: A minimum of 15 hours of chemistry. An introduction to contemporary inorganic chemistry including interpretative discussion of recent advances in structural chemistry, valence theory and transition metal chemistry.

310. ENVIRONMENTAL CHEMISTRY II. (2-2-3) F

Prerequisites: Chemistry 103, 280, 231 or equivalent. A study of the chemistry and analysis of air pollutants including particulates, aerosols, and gases with reference to radiation processes of air pollution. Appropriate for Environmental Science majors.

320. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. (3-0-3) W

Prerequisite: A minimum of 15 hours of Chemistry.

A study designed to give a broad understanding of the principles, applications, and limitations of techniques and methods in which an analytical instrument converts chemical information to a form that is more readily observable. Topics will include the interaction of electromagnetic radiation with matter, mass spectrometry, radiochemical methods, electroanalytical chemistry and chromatography.

321. APPLICATION OF INSTRUMENTAL METHODS TO CHEMICAL SYSTEMS. (0-9-3) W

Prerequisite: Credit for or enrollment in Chemistry 320.

Individually designed laboratory projects involving extensive student use of one or more of the instrumental methods covered in CHE 320.

330. CHEMISTRY FOR HEALTH SCIENCES. (4-2-5) F, S

Prerequisites: Chemistry 130 or permission of instructor. A fundamental survey of organic chemistry and the biochemistry of living systems for students in health sciences.

336, 337, 338. ORGANIC CHEMISTRY I, II, III. (4-2-5) each.

Prerequisite: A minimum of 15 hours of chemistry, including Chem. 103. Three courses, each designed to introduce the student to the theory and practice of organic chemistry. Selected reactions of classes of organic compounds are studied and theories are developed to aid in the understanding of the chemical and physical characteristics of these compounds. The laboratory is a questioning study of selected reactions. This study uses the chemical literature and the modern techniques of spectroscopy and chromatography.

336. Aliphatic hydrocarbons, alcohols, and ethers. F

337. Carbonyl compounds, carbohydrates, and proteins. W

338. Aromatic hydrocarbons, heterocyclic compounds, photochemistry, polymers, and natural products. S

351. BIOCHEMISTRY (4-2-5) W

Prerequisite: Chemistry 231 or 336. The fundamental chemistry of living systems.

388, 389, 390. JUNIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of junior Chemistry majors. Open to others with the permission of the department chairman.

410. TOXICOLOGY. (2-6-5) S

Prerequisite: Chem. 231 or 336. An introduction to the chemical techniques used in toxicology and drug identification.

44E. SPECIAL TOPICS IN CHEMISTRY. (4-2-5) on demand.

Prerequisite: Completion of upper division courses in area of the topic or permission of the instructor. Selected advanced topics in analytical, organic, inorganic, physical, and biochemistry which are not available in any other course offerings.

451. ENZYMOLOGY (2-6-5) S

Prerequisite: Biochemistry 351. Introduction to enzyme kinetics and methods.

48A-Q. INDEPENDENT STUDY. (Var.) on demand.

488, 489, 490. SENIOR SEMINAR. (1-0-1) each. F, W, S

Meets weekly. Required of senior Chemistry majors. Open to others with the permission of the department chairman.

491, 492, 493. PHYSICAL CHEMISTRY I, II, III. (4-2-5) each.

Prerequisites: Chemistry 103, 280, Mathematics 223, 240. Three courses designed to present the fundamentals of physical chemistry. (These courses need not be taken in numerical sequence.)

491. Thermodynamics. F

492. Chemical kinetics, catalysis, molecular spectroscopy. w

493. Crystal structure, symmetry and group theory, determination of molecular structure. S.

498B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the Department chairperson. (S/U grade).

PHYSICS (PHY)

101. ELEMENTARY PHYSICS I. (4-2-5) F, W, Su (Area II)

Prerequisite: MAT 101.

A study of the elementary principles of mechanics, properties of matter, heat, and sound.

102. ELEMENTARY PHYSICS II. (4-2-5) W, S, Su (Area II)

Prerequisite: Physics 101. A continuation of Physics 101 dealing with light, electricity, magnetism, and introduction to modern physics.

150. INTRODUCTION TO ELECTRONICS. (4-2-5) F

Prerequisite: A working knowledge of basic algebra and consent of the instructor. Introduction to the principles and techniques involved in electronic circuits, measurements, and instrumentation. Topics covered will include DC and AC circuits, semiconductor devices, amplifiers, oscillators, and analog and digital circuits and measurements. The emphasis is on solid state electronics but vacuum tube circuits will be discussed briefly.

201. GENERAL PHYSICS I. (4-3-5) F (Area II)

Corequisite: Mathematics 223. Introductory calculus-based course presenting the fundamental principles of mechanics and properties of matter.

202. GENERAL PHYSICS II. (4-3-5) W (Area II)

Corequisite: Mathematics 240; Prerequisite: Physics 201. Continuation of Physics 201 dealing with heat, sound and light.

203. GENERAL PHYSICS III. (4-3-5) S (Area II)

Corequisite: Mathematics 241; Prerequisite: Physics 202. Continuation of Physics 202 covering the subjects of electricity, magnetism, and modern physics.

331. MATHEMATICAL PHYSICS. (5-0-5) F

Prerequisite: Mathematics 242, Physics 203. Mathematical tools and techniques used in advanced physics and engineering courses with applications in classical and relativistic mechanics, electricity and magnetism, and modern physics. Topics covered include vector analysis, first and second order differential equations, functions of a complex variable, and systems of orthonormal functions.

350. ADVANCED COMPUTER APPLICATION: ENGINEERING AND THE PHYSICAL SCIENCES. (5-0-5)

Prerequisites: CSC 201, MAT 223, 240, PHY 201. A course designed to provide experience in advanced programming for majors in the physical sciences and students in the Dual Degree Program. The course will include a term project in the student's area of interest.

ASTRONOMY (AST)**101. INTRODUCTION TO ASTRONOMY. (4-2-5) F, S (Area II)**

An introduction to the history, cultural settings, observational methods, and findings of astronomy. Emphasis on modern research topics, particularly those bearing on cosmology and current space probes so that the student is prepared to understand the significance of further research that may be reported in the future and to read with comprehension the science articles in the popular and semitechnical press.

ENGLISH AND SPEECH

(JOURNALISM)

R. B. JENKINS, CHAIRMAN

Professors: Ferrell, Jenkins. Associate Professor: Gordon. Assistant Professors: Rankin, Stanford, Gidden. Instructors: Blair, Monroe, Porter, Uhler.

THE MAJOR IN ENGLISH

The primary purpose of the Department of English and Speech at Georgia College is to introduce our students to their own literary and linguistic heritage, as well as to acquaint them with representative works of the major Continental writers. Such an introduction is made possible by offering them a wide range of courses in English and American literature, including general survey, genre, and major-figure courses, as well as survey courses in the literature of the Western World, ranging in scope from the medieval to the modern age. Courses in creative and expository writing, the history of the language, advanced grammar, speech, and journalism, as well as a variety of offerings in the dramatic arts, help our students sharpen their critical awareness, encourage clarity of thought and expression, and stimulate and develop the creative imagination. Like Cardinal Newman, we feel that a liberal education is one that "gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them." We are united in our belief that no student's education is complete until his thinking has been challenged by the world's great writers, nor that the educative process has been fully refined until he can express his thoughts in the clear, concise measures of his own language. In brief, our aim is to contribute to the overall growth of the student's intellect and to do our part in producing humane, as well as literate, citizens.

In addition to course work leading to the Bachelor of Arts degree with a major in English, the department also offers undergraduate courses in English, speech, drama, and journalism that may be taken in the fulfillment of both elective and teacher-certification requirements. Minors are available in English, journalism, professional writing, and speech and drama. An interdisciplinary minor is also available in Women's Studies. The department also offers a number of graduate courses in English that fulfill subject-area requirements for the Master of Education degree with a concentration in English. (Detailed policies regarding graduate study in the department are found in the *Georgia College Graduate Catalog*, published separately.)

The objectives of the major in English are to provide a broad cultural understanding; a high level of competence in reading, writing, and speaking skills; education and training for occupations that may be entered at the bachelor's degree level, including business, public relations, journalism, government service, secondary school teaching, and the media; preparation for further study of English on the graduate level; and background for graduate and professional study in related fields, such as law, philosophy, theology, business, and librarianship.

CAREER OPPORTUNITIES

The major in English is becoming increasingly popular as students more clearly understand not only its intrinsic value as one of the most effective means of acquiring a liberal education

but also its value in the marketplace as a stepping-stone to law and other professions that regard an English background as highly desirable. Linwood E. Orange, in *English: The Pre-Professional Major* (1979), quotes a number of professionals whose attitude toward English majors is representative of a large number of distinguished leaders in law, medicine, and business. For example, Dean Ernest A. Raba, St. Mary's School of Law, writes, "An English major is considered to be the very best for those who intend to enter law school." According to deans of medical schools, English is also desirable as a pre-medical major. Dean D. J. Klepper, University of New Mexico School of Medicine, writes, "We like to have English majors apply to the medical school. I observed that their communication skills are of considerable benefit to them in medicine." Like the fields of law and medicine, the world of business has long recognized the value of a liberal arts education and has consistently regarded English as one of the most highly desirable of undergraduate majors. Mr. Edward Mandt, Personnel Manager of Borden, represents the view of an ever-widening sector of business opinion when he writes: "I could . . . lay to rest the myth that an English major can expect difficulty in securing a position in other than the teaching profession. Many companies recognize the value of a liberal education. In fact, several have had to send their trained (but not educated) executives back to school in later years in an attempt to acquire it. It is far preferable for a man to get his liberal education before the job and his technical training on the job or in night school than the other way around."

REQUIREMENTS FOR THE ENGLISH MAJOR AND MINOR

1. Major: English 301, 302, 303, 304, 321, 424, and four English electives at the 300-400 level, as well as satisfactory competence through the second intermediate course in a modern foreign language. Students planning to teach on the secondary level must take English 422 and 449. In the spring of the junior year or the fall of the senior year, English majors must take the Graduate Record Examination; English-Education majors, the National Teacher Examination.
2. Minor in English: The two-course survey sequence in either English 301-302 or English 303-304, and two electives at the 300-400 level.
3. Minor in Journalism: Journalism 311, 424, as well as additional journalism courses at the 300-400 level for a total of 20 quarter hours.
4. Minor in Speech and Drama: Speech 101, Drama 211 or 370, Speech 310 or 380, as well as additional speech or drama courses for a total of 20 quarter hours.
5. Minor in Professional Writing: Journalism 311, BUA 427 (Technical Writing) or English 424, as well as two courses from the following: English 39E, English 422, English 460, English 48E, English 49E, for a total of 20 quarter hours.
6. Interdepartmental Minor in Women's Studies: English 325, History 370, Music 301, Sociology 372, as well as one course from the following: History 413, History 443, Sociology 426, Sociology 428, English 444, for a total of 25 quarter hours.

English-Education Majors: English majors desiring to teach must also register with a chairman of the School of Education in one of the approved programs for certification. English-Education majors must take English 200 and/or 201.

English Major Prerequisites: English 101 and 102 (or 102H) are prerequisites for English 200 and 201; English 200 or 201 are prerequisites for all English courses numbered 300 or

above. Students who score 550 or above on the verbal section of the Scholastic Aptitude Test may exempt English 101, but will receive no credit hours.

Area IV: English		Area IV: English-Education	
Courses	Hours	Courses	Hours
For. Lang.	10-20	For. Lang.	15
Choices from the following:	10-20	ART 103 or MUS 102 or SPE 101	5
ART 103, DRA 211		EFS 204	5
HIS 201, 202		PSY 201 or SOC 101	5
MUS 102, PHI 200			

ENGLISH (ENG)

101. GENERAL COLLEGE COMPOSITION. (4-2-5) F, W, S, Su (Area I)

A course concerned with the problem of making language effective and, therefore, emphasizing accurate, well-contrived sentences and sound organization of ideas. Concentrated attention on a few important literary selections. A grade of C or better will be required for a student to be eligible to take English 102.

102. GENERAL COLLEGE COMPOSITION. (5-0-5) F, W, S, Su (Area I)

Prerequisite: A grade of C or better in English 101. Continuation of English 101 with stress on composition requiring more complex organization. Analysis of varied types of prose to aid the student in seeing organization as a vital rather than as a mechanical process. Practice in writing a documented paper. In order to exit English 102, students must pass the English Department's standardized grammar test and writing sample.

102H. COMPOSITION AND LITERATURE. (5-0-5) F, W, S (Area I)

An honors course with admission by invitation. Replaces English 101 and 102 for entering freshmen who score 550 or above on the verbal section of the SAT and for students approved by the department chairman.

200. WESTERN WORLD LITERATURE I. (5-0-5) F, W, S, Su (Area I)

A reading and lecture course designed to introduce the student to literary masterpieces of the classical and medieval civilizations.

201. WESTERN WORLD LITERATURE II. (5-0-5) F, W, S, Su (Area I)

A reading and lecture course designed to introduce the student to literary masterpieces from the seventeenth century to the present.

290, 291, 292. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Sophomore or higher standing and admission to Georgia College Honors Program. A general interdepartmental seminar.

301. ENGLISH LITERATURE I. (5-0-5) F

A survey of English literature from its beginning through the eighteenth century.

302. ENGLISH LITERATURE II. (5-0-5) W

Continuation of English literature from the close of the eighteenth century to the present day.

303. AMERICAN LITERATURE I. (5-0-5) W

A study of representative writers from colonization to Walt Whitman.

304. AMERICAN LITERATURE II. (5-0-5) S

A study of representative writers from Whitman to the present.

321. SHAKESPEARE. (5-0-5) W

An introductory study of Shakespeare and the growth of his dramatic art. Detailed study of at least eight of his major plays. Required of English and English-Education majors.

325. LITERARY WOMEN. (5-0-5)

A consideration of the important and diverse contributions of women writers to the development of literature in English, with special attention given to the evolution of feminist literary criticism.

332. THE ENGLISH NOVEL. (5-0-5)

A survey of the development of the novel as a type of literature. Reading of representative novels from 1740 to the present.

370. THE ENGLISH DRAMA. (5-0-5)

A study of the development of the English drama from the Middle Ages to the present, exclusive of Shakespeare.

411. MILTON. (5-0-5) W, SU

A study of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and selected minor poems, as well as several of the shorter prose works of Milton, as these works reflect his influence on the seventeenth and later centuries.

412. THE RESTORATION AND EIGHTEENTH CENTURY. (5-0-5) S, Su

Major figures from John Dryden through Samuel Johnson and William Blake.

422. ADVANCED GRAMMAR AND SYNTAX. (5-0-5) W

A comprehensive study of the traditional approach to the teaching of grammar and sentence structure, as well as a brief introduction to transformational grammar. Required of English-Education majors.

424. ADVANCED COMPOSITION. (5-0-5) F

A course for those who wish to master sophisticated writing skills. Theory and frequent practice in writing expository prose, with assignments tailored to the needs and goals of individual students. Required of English and English-Education majors unless exempted by the department chairman.

434. MODERN POETRY. (5-0-5) S, Su

A study of twentieth-century British and American poetry designed to develop sound, critical judgment.

435. MODERN FICTION. (5-0-5) S, Su

A study of twentieth-century American and British fiction, emphasizing major themes and techniques in significant works.

437. ROMANTIC POETRY. (5-0-5) S, Su

A study of the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, and selected minor writers.

438. VICTORIAN POETRY. (5-0-5) F

A study of the major writers and literary themes of the period, including Arnold, Tennyson, and Browning.

439. CHAUCER. (5-0-5) Su

A study of *The Canterbury Tales* and selected minor poems, read in Middle English.

444. FLANNERY O'CONNOR. (5-0-5) Su

An intensive study of the short stories, novels, and critical essays of Flannery O'Connor. This course utilizes the special holdings of the college library's O'Connor Collection, providing an opportunity for students to know the intellectual and cultural milieu of this distinguished GC alumna.

449. HISTORY OF THE ENGLISH LANGUAGE. (5-0-5) F, Su

A study of the development of English as a living language from the Old English period to the present. Readings of representative literature in modern versions. Required of English-Education majors.

450. THE SOUTHERN RENAISSANCE. (5-0-5) S, Su

An intensive study of the most significant writings of the Fugitive Movement of Vanderbilt University in the 1920's, including John Crowe Ransom, Allen Tate, Robert Penn Warren, and Donald Davidson. Selections from more recent Southern authors influenced by the movement will also be considered. This course is recommended as background or sequel to English 444, Flannery O'Connor.

452. PRINCIPLES OF LITERARY CRITICISM. (5-0-5) Su

A consideration of the history of literary criticism from Aristotle to the present, with emphasis on major developments in English and American criticism. Focus on both theory and practical criticism. Prerequisite: instructor's approval.

460. PRACTICUM IN ENGLISH. (4-2-5) F, W, S

Designed to prepare the secondary school English teacher, this course requires the student to plan and teach units of grammar and literature, as well as to observe an English 101 class, to which he will be assigned for the quarter. The course is required of all English-Education majors prior to student teaching.

39A-E. SPECIAL TOPICS IN ENGLISH. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Tutorial investigation of a topic or author of special interest with department chairman's approval.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector with department chairman's approval. (S/U grade).

SPEECH AND DRAMA

In our speech courses, students are expected to attain a reasonable level of skill in speaking and oral reading. Our drama courses give students both theoretical and practical experience in the dramatic arts. The minor in speech and drama provides personal enrichment and a sound foundation for further professional development. Students may add practical experience to classroom theory by working on Georgia College theatre productions, staging other campus programs, and participating in organizations like Roges and Vagabonds, our drama club. Russell Auditorium provides excellent facilities for rehearsal and staging.

THE MINOR IN SPEECH AND DRAMA:

Students may obtain a minor in speech and drama by completing 20 quarter hours in appropriate courses, including Speech 101, Speech 310 or 380, Drama 211 or 370.

SPEECH (SPE)

101. FUNDAMENTALS OF SPEECH. (5-0-5) F, W, S, Su

A study of the basic principles governing all effective speaking: conversation, group discussion, public speaking, and reading. Emphasis will be placed on the individual's specific problems in achieving good oral communication with opportunity for practical application of the principles learned. Offered as a freshman elective.

208. VOICE AND DICTION. (5-0-5)

A practical study of the human voice and sound production with attention given to the rhythmic and melodic features of spoken American English. Each student is presented with pertinent and extensive drill-practice material to aid in his understanding of the characteristics of speech and voice used by educated American English speakers.

309. PUBLIC SPEAKING. (5-0-5)

Practice in speaking before an audience. Consideration of speaker-subject-audience relationship. Organization of material and effectiveness of delivery are stressed.

310. ORAL INTERPRETATION. (5-0-5) S

Training in the art of reading aloud. Transmission of the author's meaning through voice and body.

380. SPEECH FOR TEACHERS. (5-0-5) F, S, Su

Designed to help develop in pre-service teachers those personal skills of voice and diction necessary in daily classroom and related professional communication and to give knowledge and insight into the kinds of speech problems both elementary and secondary students possess or encounter. Appropriate research and performance projects are incorporated.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Opportunity for advanced study in any area of concentration in the speech field. Approval of the instructor and chairman of department required for registration.

DRAMA (DRA)

101. DRAMA PRACTICUM. (5-0-5) F, W, S

A conference and critique course for students involved in acting, staging, or other aspects of Georgia College Theatre productions.

211. INTRODUCTION TO THE THEATRE. (5-0-5) W

An elementary study of the major forms and styles of theatre, exploring representative plays and playwrights. Designed for students who wish to become more knowledgeable in their appreciation of the theatre arts.

323. PLAY PRODUCTION. (5-0-5)

Fundamentals of stagecraft. Practical experience in scene building and painting, lighting, make-up, costuming, and stage management. Work on College Theatre productions.

370. HISTORY OF THE ENGLISH DRAMA. (5-0-5) F

A study of the development of the English drama from the Middle Ages to the twentieth century, exclusive of Shakespeare. Reading, viewing, or attending representative plays from the sixteenth century to the present. Students will act out key scenes from selected plays in class.

39A-E. SPECIAL TOPICS IN DRAMA. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Typical subjects are Modern Drama, European Drama, History of American Theatre, Black American Drama, and Acting.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Opportunity for advanced study in any area of concentration in the drama field. Approval of the instructor and chairman of the department required for registration.

JOURNALISM

Our journalism courses offer our students both theoretical and practical experience in mass media communications. The minor in journalism, when combined with a major in arts and sciences or business, prepares students for further academic or professional work, for careers in newspaper, radio, or video journalism, in public relations, or in business mass communications. Students may add practical experience to classroom theory by working with the College newspaper, yearbook, radio or video centers, or other related activities.

THE MINOR IN JOURNALISM

Students may obtain a minor in journalism by completing 20 quarter hours in appropriate courses as follows:

1. Journalism 311 and 424.
2. Additional courses in journalism to complete a total of 20 quarter hours at the 300-400 level.

JOURNALISM

English 101-102 are prerequisites for *all* 300-400 level journalism courses.

311. PRINCIPLES OF JOURNALISM. (5-0-5) F

Prerequisites: English 101-102. The basics of newspaper reporting, editing, and layout, with some emphasis on the various communications techniques of the mass media. Required for the minor in Journalism.

39A-E. SPECIAL TOPICS IN JOURNALISM. (Var. 1-5)

Prerequisites: English 101-102. Consideration of topics in which courses are not otherwise offered, but for which there is current need. Typical subjects are News Writing, Feature Writing, Critical Writing, Copy Reading and News Editing, and A Historical Survey of Journalism.

424. EDITORIAL WRITING. (5-0-5) F

Prerequisites: English 101-102. Theory and frequent practice in writing expository prose, with assignments tailored to the needs of the individual student. Required for the minor in Journalism.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Prerequisites: English 101-102. Tutorial investigation of a journalistic topic of special interest with department chairman's approval.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Prerequisites: departmental requirements, and recommendation of the department chairman; completion of English 101-102. An individually designed and planned course involving off-campus journalistic experience and study in the private or public sector. (S/U grade).

PROFESSIONAL WRITING

The courses in professional writing are designed to prepare the student to become a staff writer or editor in business, industry, or government. The minor can also be tailored to prepare the student to become a teacher of business, industrial, or government writing. All learning activities in this minor are geared toward practical types of editing and writing.

THE MINOR IN PROFESSIONAL WRITING

Students may obtain a minor in professional writing by completing 20 quarter hours in appropriate courses, including Journalism 311, BUA 427 (Technical Writing) or English 424, as well as two courses from the following: English 39E, English 422, English 460, English 48E, English 49E.

INDEPARTMENTAL MINOR IN WOMEN'S STUDIES

Students majoring in English, history, music, sociology, or other disciplines may minor in Women's Studies by completing 25 quarter hours as follows:

1. English 325, History 370, Music 301, Sociology 372
2. One course from the following: English 444, History 413, History 443, Sociology 426, Sociology 428.

For detailed information regarding the interdepartmental minor in Women's Studies, students should consult the coordinators, Dr. Thomas F. Armstrong or Dr. Rosemary E. Begemann, Department of History and Geography.

HISTORY AND GEOGRAPHY

ORVILLE W. TAYLOR, CHAIRMAN

Professors: Hair, Taylor. Associate Professors: Armstrong, Vinson. Assistant Professors: Begemann, Chandler, Childers, Turner.

The Department of History and Geography offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in history.
2. The Master of Arts degree in history.

The department also offers (1) undergraduate courses in geography which may be used to fulfill certain teacher certification requirements and as electives, and (2) graduate courses in history which fulfill subject-area requirements for the Master of Education and Specialist in Education degrees with a concentration in social studies. In addition, the department offers minors in History and Geography.

Detailed regulations governing graduate study in the department may be found in the Graduate Catalogue, published separately.

THE MAJOR IN HISTORY

The objectives of the major in history are to provide:

1. A broad understanding of the historical background of today's world.
2. Education and training for occupations which may be entered at the baccalaureate level, including secondary school teaching, work in historical and archival agencies, journalism, government service, and business. See "Career Information" below for further details.
3. Preparation for further study of history at the graduate level.
4. A background for graduate and professional study in related fields such as law, the ministry, journalism, and librarianship.

The major in history consists of forty quarter hours in history above History 110 and 111, distributed as follows:

1. Two courses in American history: 201 and 202.
2. Two courses in Modern European or English history selected from the following: 311, 315, 316, 318, 321, 413, 414, 415, 417, 419, 429.
3. One course in Non-Western or "Third World" history selected from the following: 323, 352, 451, 453.
4. Additional courses in history to complete forty quarter hours.

One 300 or 400 level course in Political Science may be substituted for one course in history under category 4 above.

For certification to teach history in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1) political science, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the Department of Education.

Entering students contemplating a major in history are urged to take History 110 and 111 as early as possible. Prospective majors are also reminded that they must fulfill general requirements for the Bachelor of Arts degree, including the foreign language.

All history majors must take the Advanced History Test of the Graduate Record Examination or the National Teacher Examination, as appropriate, as a requirement for graduation. In addition, history majors planning to go on to graduate work should take the full GRE or NTE in the spring of the junior year or the fall of the senior year. (See the Graduate Catalog for specific requirements for graduate work at Georgia College; the chairman of the department can supply information concerning graduate work elsewhere.)

CAREER INFORMATION

The study of history prepares one directly for many occupations, and indirectly for many more. (As in most other specialized occupations, additional study at the graduate or professional level is sometimes required.) Some of the types of jobs history majors go into are:

High school, junior and senior college, and university teaching and administration.

Work in historical societies, archives, museums, and state and national parks and historical monuments.

Government service. Many such positions require no given major, but a strong undergraduate record (including liberal arts) and satisfactory scores on an entrance examination. This includes the Federal Foreign Service.

Law and ministry. History serves as an excellent background for law schools and theological seminaries.

Journalism and other types of professional writing—newspapers, magazines, fiction, non-fiction. Also radio/television and publishing companies.

Library work.

Business. For executive training programs some businesses want well-trained liberal arts majors because of their breadth of knowledge and their adaptability.

The department regularly has available internships which will help prepare students for careers in history. Further details may be obtained from Dr. Armstrong.

THE MINOR IN HISTORY

Students majoring in other disciplines may minor in history by completing twenty quarter hours of history above History 110 and 111 (at least ten at the 300 or 400 level) as follows:

1. Either History 201 or 202.
2. Additional courses in history to complete 20 quarter hours.

Area IV: History

Courses	Hours
For. Lang.	0-10
HIS 201, 202	10
Choices from the following:	10-20
POS 200, 201, 210	
GEO 200, ECO 271, 272,	
SOC 101, 202, PSY 201, 210, 250	
CSC 201	

Area IV: History—Education

Courses	Hours
EFS 204	5
SOC 101 or Psy 201	5
MUS 102, ART 103, or SPE 101	5
15 hours selected from:	
HIS 201, 202; POS 200, 201, 210	
GEO 200	15

THE MINOR IN GEOGRAPHY

Students majoring in other disciplines may minor in geography by completing twenty quarter hours of geography as follows:

1. Geography 200.
2. Additional courses at the 300 or 400 level to complete 20 quarter hours.

THE MINOR IN URBAN STUDIES

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

Students desiring more information on the Urban Studies minor should contact Dr. Armstrong in the Department of History and Geography.

THE MINOR IN WOMEN'S STUDIES

Students majoring in English, history, music, sociology, or other disciplines may minor in Women's Studies by completing twenty-five quarter hours as follows:

1. English 325, History 370, Music 301, and Sociology 372.
2. One course selected from the following: English 444, History 413, History 443, Sociology 426, and Sociology 428.

For more information on the minor, students should contact the coordinators, Dr. Armstrong and Dr. Begemann, in the Department of History and Geography.

HISTORY (HIS)

110. WORLD CIVILIZATION I. (5-0-5) F, W, S, Su (Area III)

A survey of the history of the world from the beginnings down to the 18th century. Completion of this course and History 111 is prerequisite to all other history courses. History 110 and 111 may not be taken concurrently.

110H.* WORLD CIVILIZATION. (5-0-5) F (Area III)

Prerequisite: admission to the College Honors Program. Special honors section of History 110. Open only to freshmen and sophomores with superior SAT scores and high school records who have been admitted to the College Honors Program.

111. WORLD CIVILIZATION II. (5-0-5) F, W, S, Su (Area III)

A continuation of History 110, carrying the study to the present.

111H.** WORLD CIVILIZATION II. (5-0-5) W (Area III)

Prerequisite: admission to the College Honors Program. A continuation of History 110H, with same restrictions applying.

201. THE UNITED STATES TO 1865. (5-0-5)

Prerequisite: History 110 and 111. A general study of American history from early exploration through the Civil War. Required of majors, who must take it before more advanced courses in American history.

202. THE UNITED STATES SINCE 1865. (5-0-5)

Prerequisite: History 110 and 111. A continuation of History 201, with particular emphasis upon the contemporary period. Required of majors, who must take it before more advanced courses in American history.

212. PEOPLE WHO CHANGED THE WORLD. (5-0-5)

Prerequisite: History 110 and 111. A study of the lives of selected personalities of various periods whose achievements helped shape the course of history. Such people as Alexander the Great, W.E.B. Dubois, Einstein, Elizabeth I, Gandhi, Jefferson, Lenin, Mao Tse-Tung, Mohammed, and Kwame Nkrumah will be considered. Lectures, discussion, and audio-visual presentations.

290, 291, 292. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: sophomore or higher standing and admission to college Honors Program. A general interdepartmental seminar.

300. CLASSICAL CIVILIZATION. (5-0-5)

Prerequisite: History 110 and 111. The history of Greece and Rome, stressing the transmission of classical culture to later periods.

311. EUROPE IN THE TWENTIETH CENTURY. (5-0-5)

Prerequisite: History 110 and 111. Contemporary European problems and their background, with emphasis on social and political changes growing out of World War I.

315. ENGLAND TO 1660. (5-0-5)

Prerequisite: History 110 and 111. A survey of the history of England from earliest times to the Restoration.

316. ENGLAND SINCE 1660. (5-0-5)

Prerequisite: History 110 and 111. The history of England from the Restoration to the present.

318. THE AGE OF ABSOLUTISM, 1648-1789. (5-0-5)

Prerequisite: History 110 and 111. Europe in the era of the great dynasties, from the Peace of Westphalia to the French Revolution.

321. EUROPE IN THE NINETEENTH CENTURY. (5-0-5)

Prerequisite: History 110 and 111. The history of Europe in its world setting from the Congress of Vienna to the end of the century.

323. LATIN AMERICA. (5-0-5)

Prerequisite: History 110 and 111. The political, economic, and social development of Latin America, with emphasis on the Pre-Columbian and Colonial heritage as the key to a better understanding of its contemporary history.

*Substitutes for History 110 in satisfying core curriculum and history prerequisite requirements.

**Substitutes for History 111 in satisfying core curriculum and history prerequisite requirements.

341. ECONOMIC HISTORY OF THE UNITED STATES. (5-0-5)

Prerequisite: History 110 and 111. An examination of economic factors affecting the history of the United States from the colonial period to the present.

352. MODERN CHINA AND EAST ASIA. (5-0-5)

Prerequisite: History 110 and 111. An outline of the history of modern China, with some attention to Japan and other adjacent areas. Special attention is given to the twentieth century.

360. HISTORY OF SCIENCE. (5-0-5)

Prerequisite: History 110 and 111. A survey of developments in science from the ancient Greeks to 1900, with emphasis on the 17th century, the period of the "Scientific Revolution." A background in science is not presumed.

370. THE ROLE OF WOMEN IN HISTORY. (5-0-5)

Prerequisite: History 110 and 111. The history of women in modern society, with special emphasis on the changes in the role of women accompanying the transition to industrial societies in the United States and England.

39A-E. SPECIAL TOPICS IN HISTORY. (Var.)

Prerequisite: History 110 and 111. Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

401. BLACKS IN AMERICAN HISTORY. (5-0-5)

Prerequisite: History 110 and 111. The role of Black Americans in the development of the United States. Some attention is given to the Black experience in other areas of the Western Hemisphere.

406. THE MIDDLE AGES. (5-0-5)

Prerequisite: History 110 and 111. Europe from the fall of Rome to the Renaissance. The Byzantine and Islamic Empires are also considered.

407. COLONIAL AND REVOLUTIONARY AMERICA. (5-0-5)

Prerequisite: History 110 and 111. A historical survey of the "childhood" of America. Emphasis is placed on the change from colonies to mature provinces, and on the national and comparative perspectives of the Revolution.

408. THE AGE OF JEFFERSON, 1787-1826. (5-0-5)

Prerequisite: History 110 and 111. The United States from adoption of the Constitution to the death of Jefferson. Major themes include origins of political parties, evolution of foreign policy, and westward expansion.

409. CONTEMPORARY AMERICA. (5-0-5)

Prerequisite: History 110 and 111. The United States from World War I to the present.

413. MODERN ENGLISH SOCIAL HISTORY. (5-0-5)

Prerequisite: History 110 and 111. A study of the nature and structure of modern English society, with emphasis on the changes in the lives of the people which accompanied the movement from an agrarian to an industrial society.

414. TUDOR-STUART ENGLAND. (5-0-5)

Prerequisite: History 110 and 111. A study of the transition of England from small island-nation to major power during the 16th and 17th centuries, with special emphasis on the major personalities of the period.

415. RENAISSANCE AND REFORMATION. (5-0-5)

Prerequisite: History 110 and 111. The rebirth of classical learning in Italy and its spread across Europe, and the religious upheavals of the 16th and 17th centuries.

417. COMMUNIST RUSSIA. (5-0-5)

Prerequisite: History 110 and 111. A study of Lenin and the early Bolshevik movement, the great revolution of 1917, and the Soviet state under the rule of Stalin, Khrushchev, and Brezhnev.

419. THE FRENCH REVOLUTION AND NAPOLEON. (5-0-5)

Prerequisite: History 110 and 111. Europe from 1789 to 1815, emphasizing the role of France in the events of the period.

420. THE AMERICAN CIVIL WAR. (5-0-5)

Prerequisite: History 110 and 111. The background of the war, followed by a detailed examination of the conflict between 1861 and 1865.

422. THE ANTE-BELLUM SOUTH. (5-0-5)

Prerequisite: History 110 and 111. An examination of basic factors in Southern life such as the agrarian economy and racial dualism.

429. HITLER AND NAZI GERMANY. (5-0-5)

Prerequisite: History 110 and 111. A historical and psychological study of Hitler and an analysis of his rise to power, the creation of the Third Reich, and the destruction of Germany through war.

430. THE SOUTH SINCE RECONSTRUCTION. (5-0-5)

Prerequisite: History 110 and 111. Economic, social and political developments in the South from the end of Reconstruction to the present.

432. GEORGIA: COLONY AND STATE. (5-0-5)

Prerequisite: History 110 and 111. Major trends and events from the Indian background to the present.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

Prerequisite: History 110 and 111. A historical and political study of man's relation to the earth's resources, with emphasis on the United States and conservation. Pollution, over-population, and other environmental problems are examined in their social context.

440. URBAN AMERICA. (5-0-5)

Prerequisite: History 110 and 111. A study of the growth of the American city from colonial times to the present era of the megalopolis. Attention will be given to the economic, social, political, cultural, racial, and religious tones of urban life.

442. AMERICAN SOCIETY AND LIFE TO 1875. (5-0-5)

Prerequisite: History 110 and 111. A historical examination of social movements, institutions, and cultural trends in the formative years of the American nation.

443. AMERICAN SOCIETY AND LIFE SINCE 1850. (5-0-5)

Prerequisite: History 110 and 111. A continuation of History 442, with emphasis on the social, cultural, intellectual, and minority responses to the twin themes of industrialization and urbanization.

451. TROPICAL AFRICA TO 1875. (5-0-5)

Prerequisite: History 110 and 111. Tropical Africa to 1875, with special emphasis on West Africa. Major themes include the medieval empires, Islam, the slave trade, and the beginnings of European interest.

453. COLONIAL AND CONTEMPORARY AFRICA. (5-0-5)

Prerequisite: History 110 and 111. Africa since 1875; considered are European penetration and the partition, colonial rule and the African response, and the independence movement.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (See Political Science 455.) (5-0-5)

48B-E. INDEPENDENT STUDY. (Var.) Each quarter.

Prerequisite: Approval of chairman of department. Investigation of a topic or period of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) Each quarter.

Prerequisite: Selection for participation in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern program, or (2) an approved Cooperative Education Program.

An individually-designed off-campus course involving either (1) study, research, and work in a government agency, the Georgia legislature, or other organizations, or (2) work in a private or public business or organization. (S/U grade).

GEOGRAPHY (GEO)

200. PHYSICAL GEOGRAPHY. (5-0-5)

A study of the shape and form of the world land mass, the configuration of the oceans and seas, the enveloping atmosphere, and the distribution of climates and soils.

376. CULTURAL GEOGRAPHY. (5-0-5)

A world regional survey of population and cultural phenomena. Emphasis is placed upon man's organization of and relationship to his environment.

39A-E. SPECIAL TOPICS IN GEOGRAPHY. (Var.)

Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

401. ECONOMIC GEOGRAPHY. (5-0-5)

A study of the relation of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world.

440. GEOGRAPHY OF THE UNITED STATES AND CANADA. (5-0-5)

A study of the physical, social, and economic regions of North America, with attention to their interdependence.

443. GEOGRAPHY OF EUROPE. (5-0-5)

A study of the physical and cultural patterns of the continent west of the Soviet Union. Each country is examined with a view to understanding its individuality within the regional complex.

446. GEOGRAPHY OF AFRICA. (5-0-5)

An examination of the regions of Africa in terms of their physical and cultural frameworks. Economic and political developments of the newly-emergent nations are stressed.

449. GEOGRAPHY OF LATIN AMERICA. (5-0-5)

An analysis of the geography of continental and Caribbean Latin America, including physical, cultural, and economic characteristics of the various regions.

48B-E. INDEPENDENT STUDY. (Var.) Each quarter.

Prerequisite: Approval of chairman of department. Investigation of topic or area of special interest, with reports to the instructor. Open only to juniors and seniors with superior records. Two to five hours.

49C-Q. INTERNSHIP/COOPERATIVE EDUCATION. (Var. 3-15) Each quarter.

Prerequisite: selection for participation in either (1) Georgia Intern Program, Georgia Legislative Intern Program, or other intern programs, or (2) an approved Cooperative Education program. An individually-designed off-campus course involving either (1) study, research, and work in a government agency, the Georgia legislature, or other organization, or (2) work in a private or public business or organization. (S/U grade).

HOME ECONOMICS

THERRY N. DEAL, CHAIRMAN

Professor: Deal. Associate Professors: DuPree, Callaway. Assistant Professors: Carson, Brigman, Rhodes. Instructors: Moylan, Turner.

The purposes of the department are to prepare students for the home economics professions and to educate young men and women in fundamentals which develop more competent individual, family, and societal members.

Through the academic program in Home Economics, Georgia College students are afforded opportunities to think critically and independently, to prepare for meaningful work in the home and other professional positions associated with it and to select values which are worthwhile and humane. These opportunities are in accord with the College Purpose.

CURRICULA

Degree: All students in Home Economics receive the BSHE degree. This is the professional degree.

Majors: Students may select from one of four majors: Consumer Merchandising, Foods and Nutrition, Home Economics Education, and Human Ecology.

Minors: The following courses constitute a general minor for students in other departments who wish to declare a minor: HFN 324, HCT 224, HCF 351, HHM 435. A specialized minor in a specific area in Home Economics may also be planned with the approval of the department chairman.

Accreditation: The majors in Home Economics meet the standards of the American Dietetics Association for pre-professional approved programs and of the State Department of Education for Home Economics certification. All of the programs fall under the accreditation of the American Home Economics Association. Georgia College, Department of Home Economics, was the first program to be accredited by the Council on Professional Development of the American Home Economics Association in the State of Georgia and among the first fifty programs in the United States.

Policies:

Merrill-Palmer: Selected students concentrating in child or family development, with departmental approval and planning, may attend the Merrill-Palmer Institute in Detroit as part of a cooperative program between institutions.

Grades: If an F or a D is earned in any Home Economics Course required in a major, the course must be repeated and grade C or better earned.

Phased-Out Programs: The curricula in the Catalog become effective with the students who enter Home Economics majors under the 1980-81 catalog. Any student currently enrolled in any existing curricula sequence will be enabled to complete the program unless academic failure occurs.

COMMON DISCIPLINE

Core courses required of all Home Economics majors: HOE 110, 293, 305, 331, 417, 479, HFN 324, HCT 224, HCF 351, HED 472, HHM 435.

Area IV: Home Economics

Courses	Hours
SOC 101, PSY 201, HCF 293	5-10
PHY 101, 102, CHE 101, 102	5-15
HCT 120	5
HFN 215	5

Area IV: Home Economics-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, ART 103 or SPE 101	5
15 hours selected from:	15
HCT 120, 214, 224	
HFN 215, 216, 217, HCF 293	

CONSUMER MERCHANDISING MAJOR

CAREER INFORMATION

This major is designed to prepare students for retailing positions in stores, shops, and specialized work with clothing, textile, and home fashion industries. The major is for men and women interested in careers as managers, buyers, consultants, coordinators, and representatives in the merchandising field. It also prepares the consultant in Home Economics areas for business and industry positions involving educational needs of consumers other than sales. There is an emphasis on consumer needs and protection.

In the recent past graduates from this major have done the following: 33½% retail related positions including sales, department managers, and buyers; 8½% entered management training programs; 16½% out-of-field or in homemaking; 42½% unknown. Based on our graduates in 1978, minimum entry-level positions for this major earn about \$6500 per year. A graduate in this group who is a Buyer earns a beginning salary of \$10,000 to \$12,000 per annum. Beginning Assistant Buyers and Department Heads earn beginning salaries of \$6,500 to \$8,000. After the initial training period, salary plus commission on sales is a typical arrangement, so that earnings may vary with the individual's sales ability.

REQUIREMENTS

Common Discipline in Home Economics, ART 101, CHE 101, ECO 270.

Major Courses: HCT 214, HCT 418, HCT 316, HCT 419, 420, 421. Choice of 15 hours from among any other HCT or HHM course. MGT 340, MKT 361, MKT 366, MAT 325, PSY 201, ACT 251.

Total of 193 hours including electives required for graduation.

FOODS AND NUTRITION MAJOR

CAREER INFORMATION

This curriculum, open to men and women, prepares students for careers in dietetics, nutrition and management in all areas of food service. Employment in food-related areas during the summers which immediately precede their junior and senior years is recommended.

The requirements for this curriculum comply with those which are prescribed by the American Dietetic Association for a pre-professional approved program.

Following graduation from this program of study, the student may apply for an internship at a hospital or institution approved by the American Dietetic Association. The internship, which is an extension of the college degree, varies in length from six to twelve months, depending on the internship. The completion of the internship results in eligibility for membership in the American Dietetic Association. This eligibility, in turn, entitles the professional to take the registration examination to become a Registered Dietitian (R.D.)

In the recent past graduates from this major have done the following: 16% graduate school; 16% internships; 33% hospital dietetic employment, non-ADA; 35% out-of-field in social service positions, unemployed, or unknown.

Entry-level salary for 12-month positions in this state without ADA is approximately \$7900 per year. Entry level salary with internship and ADA membership is approximately \$9355.

REQUIREMENTS

Home Economics Common Discipline, ART 101, CHE 101-102, Economics 270, BIO 123 or 125.

Major Courses: HFN 215, 341, 342, 343, 423, 424, 427, CHE 231, 351, ZOO 211, BOT 320, SOC 101, PSY 201, CSC 201, ACT 251, MGT 340, PSY 448 or 460.

Total of 193 hours including electives is required for graduation in this major.

HOME ECONOMICS EDUCATION MAJOR

CAREER INFORMATION

Students completing the requirements for the Bachelor of Science in Home Economics Education degree are eligible for certification to teach home economics in Georgia schools.

Graduates are also qualified to seek positions as home economists in extension service, public utilities, and family or children's services.

In the recent past graduates from this major have done the following: 20% in graduate school; 40% into Home Ec. teaching positions; 20% into other teaching positions not in field; 20% into homemaking, out-of-field positions, or unknown.

The salary for an entry-level 10-month teaching position was \$8590 in 1978. Supplements for vocational responsibilities range from \$47-\$94 monthly exclusive of any local supplements.

REQUIREMENTS

To meet certification requirements, a minimum of 15 quarter hours must be taken in each area of home economics: food and nutrition, clothing and textiles, family and child development, housing and management.

"September experience" in the public schools is required of each Home Economics Education major prior to student teaching; information may be obtained from faculty adviser.

Application for Teacher Education must be completed in Education School at time of regular registration one quarter prior to enrollment in EFS 405.

Common Discipline in Home Economics, ART 101, CHE 101, ECO 270.

Major Courses: HCF 453, HCT 120, HCT 311, HFN 215. Choice of HFN 341 or 423, HHM 332, HHM 432, HED 466. EFS 204, 395, 405, 490, 493, EEX 464, 1 additional science and 1 additional social science in addition to those required in college core.

Total of 193 hours is required to graduate in this major.

HUMAN ECOLOGY MAJOR

CAREER INFORMATION

The general degree affords the student the opportunity to develop basic competencies in Home Economics.

A specialized concentration in one of the subject-matter areas of Home Economics: child and family development, clothing and textiles, foods and nutrition, or housing and management, is developed in conference with an adviser.

Courses from other departments are recommended to prepare the student for job opportunities in business, social agencies or educational settings.

Specific course recommendations related to the career goal of the student are available in the departmental office.

An internship may be a part of this major if available in an appropriate setting.

CAREER INFORMATION

The student may pursue this major for purposes of a liberal education or may combine home economics with appropriate course work in other disciplines to prepare for involvement in housing, furnishings, or residential lighting services; writing or editing in home and consumer affairs; and work as human resources specialist in child, nutrition, or consumer management.

Individual initiative is very important. Salary information is not currently available. In the recent past graduates in this program have done the following: 28% graduate school; 28% employed in business or public service agencies; 44% unknown.

REQUIREMENTS

Common Discipline required of all Home Economics majors, ART 101, CHE 101, ECO 270.

Supporting courses in addition to college core requirements:

- a. 10 hrs. Foreign languages or
10 hrs. Science, or
10 hrs. Math and computer science
- b. 5 additional hours in ART
- c. 5 additional hours in Science or Social Science

Major: 25 hours above common discipline in Home Economics; internship is recommended.

Of the 40 additional elective hours at least $\frac{1}{4}$ *must* be taken outside Home Economics.

A total of 193 hours is required for graduation in this major.

HOME ECONOMICS

GENERAL (HOE)

110. INTRODUCTION TO HOME ECONOMICS. (1-0-1)

The student gains acquaintance with the philosophy, scope and purpose of home economics. A study is made of the opportunities, preparation and personal qualities important for each profession. Required of home economics majors in their first year of enrollment.

293. MARRIAGE AND INTIMATE HUMAN RELATIONSHIPS. (3-0-3)

A study of personal and social problems which arise in connection with the establishment of the family. Human sexuality and communication emphasized.

305. THE FAMILY AND SOCIETY. (4-2-5)

Intracultural comparison and interactional patterns in the American family across the developmental life cycle. Stress on such contemporary issues as division of labor, decision-making processes, social relationships, and utilization of resources. Family variations. Impact of social, political systems on family, community, neighborhood.

331. MANAGEMENT PRACTICES FOR THE HOME. (3-4-5)

Relationship of management concepts and skills to the quality of human life. Managing, valuing, evaluating, decision-making as integrative concepts in Home Economics. Application to resource utilization, food preparation, energy conservation. An integrative theory and practice course using Home Management house as non-resident laboratory.

417. CONSUMER RESOURCES. (3-0-3)

Study of consumer behavior. Emphasis on law and economics behavior as these impact on personal and family finances.

479. HOME ECONOMICS PROFESSIONAL SEMINAR. (2-0-2)

Ethics and attitudes of the profession. Focus on philosophy and practice of the profession at the job-entry level.

48A-K. INDEPENDENT STUDY. (Var.)

An opportunity is provided for advanced study in any area of concentration in the home economics field. The course is for students enrolled in the honors program, or senior students who are approved by the chairman of the department. Credit: One to ten hours.

49E-Q. INTERNSHIP. (Var.)

Open only to students participating in the Georgia Intern Program. An individually designed course sequence involving off-campus study and research in a government agency for academic credit. Credit: five to fifteen hours. Open to those with junior standing or above on recommendation of adviser and department chair approval. (S/U grade).

CLOTHING, TEXTILES, AND FASHION (HCT)

120. DRESS FOR THE INDIVIDUAL. (3-4-5)

Focus on: figure analysis, garment and accessory selection and basic clothing construction techniques. An exemption exam is available: See instructor. Exemption from this course will place you in a more advanced clothing construction course.

214. AESTHETICS IN THE NEAR ENVIRONMENT. (1-4-3)

Emphasis is placed on improving the quality of human life through basic application of art principles to the near environment of figure and home. Laboratory experiences will be done in home and commercial display and presentation of self.

224. CLOTHING AND TEXTILES FOR CONSUMERS. (3-4-5)

Principles of design and construction as applied to selection and evaluation of consumer garments and products. Identification and knowledge of fibers and textile products as applicable in their selection and care in the home.

311. ADVANCED CLOTHING CONSTRUCTION. (3-4-5)

Prerequisite: HCT 120. A study of design applied to garment construction at an advanced level. Special emphasis is given to fitting and pattern alterations, creative use of patterns, "difficult" fabric problems, and advanced construction techniques.

316. FASHION MARKETING AND INNOVATION. (5-0-5)

Prerequisite: Junior Standing. A study of the history of the textile industry and of the garment industry from their conception to the present. Special emphasis is given to major designers, major corporations and predominant trends of marketing fashion.

412. TAILORING. (2-6-5)

Prerequisite: HCT 311 or instructor's approval. A critical analysis, evaluation, and application of the major principles involved in the techniques of quick-tailoring, traditional English tailoring and ultrasuede tailoring for the female. Some comparison of tailoring for male vs female is done.

414. DRESS DESIGN. (2-6-5)

Prerequisite: HCT 311 or instructor's approval. Pattern design, alteration and development through the medium of flat pattern. Application of basic pattern-making techniques is presented for adaptation of commercial patterns.

418. SOCIAL AND ECONOMIC ASPECTS OF CLOTHING AND FURNISHINGS. (5-0-5)

Junior Standing Required. An examination of the cultural, functional and economic aspects of clothing and furnishing. Fashion cycles in historical perspective related to social forces.

419-420-421. FIELD EXPERIENCE IN FASHION MARKETING A, B, C. (5 hours each)

Prerequisite: Senior standing, 2.0 gpa, and a minimum grade of 2.0 in HCT 316. The student must enroll in all three courses simultaneously and may not take any other courses that quarter. Students participate in an off-campus supervised merchandise experience through a cooperative program and will be governed by appropriate policies. Application to do field training must be made upon the completion of HCT 316.

CHILD AND FAMILY DEVELOPMENT (HCF)

351. CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Study is made of current concepts of growth, development, and of factors which contribute to the physical, intellectual, and emotional life of human beings particularly between conception and age seven but including adolescence. Observation is made of children. Introduction to participation experiences with children.

453. ADVANCED CHILD DEVELOPMENT AND GUIDANCE. (3-4-5)

Prerequisite: Home Economics 351 or equivalent. Opportunity is offered for the student to explore at an advanced level the principles of human development and child study in relation to infancy and the preschool period. Participation in nursery school and home settings is required.

455. PARENT-CHILD INTERACTION. (4-2-5)

Family factors significant in child's development such as interpersonal relations, values, pattern of child rearing. Influence of community and community resources available for child rearing. Sensitivities and skills needed plus experience in working with parents.

494. THEORY IN CHILD AND FAMILY DEVELOPMENT. (5-0-5)

Prerequisite: HCF 305 and 351 or equivalent and permission of instructor. Theories related to human development in the family context such as interactional, structural, role and developmental.

FOOD, HUMAN NUTRITION AND FOOD SYSTEMS ADMINISTRATION (HFN)

215. PRINCIPLES OF FOOD PREPARATION. (3-4-5)

A study is made of the basic scientific concepts of food preparation in relation to quality and nutritional value.

324. NUTRITION. (5-0-5)

Prerequisite: Chemistry 101. Food nutrients and basic nutrition principles are applied to the functions of food practices and an ability is developed to plan and select adequate diets.

325. NUTRITION. (3-0-3)

Principles of nutrition, food requirements for all ages, and nutritive value of foods. Factors influencing nutritional practices. Primarily for health education, early childhood, nursing majors.

326. MEAL MANAGEMENT. (3-4-5)

Students have experience in planning, marketing, preparing, and serving foods for family meals at different economic levels. Emphasis is placed on management of time, energy, materials, nutrition knowledge, and money. Non-major course.

341. QUANTITY FOOD PRODUCTION AND PURCHASING (4-2-5)

Prerequisite: HFN 215, 326. Principles of organization and management are applied to the production of food in large quantities. Experience is provided in the use of institutional equipment in food preparation. Laboratory experiences include observation of quantity production.

342. QUANTITY FOOD PRODUCTION AND EQUIPMENT (2-6-5)

Prerequisite: HFN 341. It emphasizes the application of principles of preparing various types of food to achieve quality for 25-50 people. Catering experiences.

343. FOOD SERVICE ORGANIZATION AND MANAGEMENT (4-2-5)

Principles of scientific management as related to food systems and appropriate control aspects are involved. The role and responsibilities of management in food service with emphasis on institutional organization, human behavior, and record keeping.

423. EXPERIMENTAL FOODS. (3-4-5)

Prerequisites: Chemistry 101, HFN 215. Study of chemical and physical properties affecting food preparations. Controlled experimentation will be used to test principles and techniques. Group and individual projects.

424. ADVANCED NUTRITION. (5-0-5)

Prerequisites: HFN 324, Chemistry 231, 352. This course deals with current knowledge of the metabolic functions of food in the human organism.

427. DIET THERAPY. (3-4-5)

Prerequisite: HFN 424. A study of impaired digestive and metabolic conditions. Adaptations of the diet as a prevention and treatment of these diseases.

HOME AND CONSUMER MANAGEMENT (HHM)

314. FURNISHING THE HOUSE. (3-4-5)

Prerequisites: ART 101 and HCT 224. An application of art, consumer buying, management and financial relationships in furnishing the family dwelling. Residential lighting concepts introduced.

330. PERSONAL AND FAMILY FINANCE. (3-0-3)

Principles of personal and family financial planning are studied.

332. LIGHTING AND EQUIPMENT FOR CONSUMER USE. (3-4-5)

Principles in selection, use, care, and expected performance of household equipment. Residential lighting concepts.

432. HOME MANAGEMENT RESIDENCE. (0-6-3)

Prerequisite: HHM 331. Management and family interaction principles are applied through residence in a home management setting. A variety of socio-economic settings emphasized.

435. FAMILY HOUSING. (5-0-5)

This course is designed to help young persons or young families to become informed consumers in their choice of a place to live appropriate for income and values.

HOME ECONOMICS EDUCATION (HED)

466. CURRICULUM PLANNING IN HOME ECONOMICS. (5-0-5) F

Prerequisites: HCF 351, Education 204 and overall average of 2.25. A study of the facts, trends, and needs of different ages and ethnic groups of Georgia communities which relate to home economics curriculum for secondary and adult groups. Observation and participation in selected community settings.

472. COMMUNICATING HOME ECONOMICS. (4-2-5) W

Prerequisites: HED 466 and EFS 405 or permission of instructor. HED 466 and EFS 405 may be taken concurrently. Instructional methods, techniques, and procedures used in planning, executing, and evaluating experiences with adolescents and adults. Use of media.

MATHEMATICS

DICK L. GEORGE, CHAIRMAN

Professors: George, H. Gonzalez. Associate Professors: Farmer, Scott. Assistant Professor: Mayberry. Instructor: Hartley.

The Department of Mathematics attempts to develop an understanding of the history and development of mathematics and a recognition of the importance of mathematics as applied to other fields of study. Of particular importance is the use of precise language and the practice of logical thinking.

MAJOR PROGRAMS

1. *Bachelor of Arts degree:* A major must include at least fifty-five hours in mathematics or computer science above the freshman level. The major must include CSC 201 and MAT 223, 240, 241, 242, 343, 351 and either 320 or 325. The balance of the major is to be selected from MAT 320, 321, 410, 411, 460, 461, 470, 475, 480 or CSC 300, 310, 320, 340, 430, 440. The student must also complete twenty hours of French or twenty hours of Spanish or be able to demonstrate competency equivalent to French 212 or Spanish 212.
2. *Bachelor of Science degree:* A major must include at least sixty-five hours of mathematics or computer science above the freshman level. The major must include CSC 201 and MAT 223, 240, 241, 242, 343, 350, 351 and either 320 or 325. The balance of the major is to be selected from MAT 320, 321, 410, 411, 460, 461, 470, 475, 480 or CSC 300, 310, 320, 340, 430, 440. The student must also complete ten hours of French or ten hours of Spanish or be able to demonstrate competency equivalent to French 102 or Spanish 102.

Only those courses in mathematics in which a grade of C or higher is earned can be used to satisfy the degree requirements for a major in mathematics.

Professional Education: Students in either the BA or BS degree program who desire to teach will be required to take Math 400 and it is strongly recommended that they take Math 470 in addition to the degree requirements and to register with the School of Education in one of the approved programs which lead to certification.

CAREER INFORMATION

The study of mathematics at Georgia College prepares a person for further study at the graduate level in mathematics, statistics, computer science and mathematics education. A degree in mathematics is also excellent training for entering professional school in law, medicine and business.

Opportunities are available for the person who wishes to enter the job market after the baccalaureate degree in industry, government service and private enterprise as computer scientists, teachers, systems analysts, statistical consultants, salespersons for the computer industry and as mathematicians in industry. Although the demand for persons who are trained at the baccalaureate degree level in mathematics has been low for several years, recent trends have indicated that opportunities are increasing for mathematicians. The demand for teachers of mathematics is critical. Positions for mathematics teachers are available throughout the nation.

Area IV: Mathematics

Courses	Hours
For. Lang.	10
MAT 223, 240, 241, 242	20

Area IV: Mathematics-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, ART 103 or SPE 101	5
15 hours selected from:	15
MAT 223, 240, 241, 242	

MATHEMATICS (MAT)**101. COLLEGE ALGEBRA WITH APPLICATIONS. (5-0-5) F, W, S, Su (Area II)**

Prerequisites: Open only to those students who have *not* received credit for MAT 110, 120, 130 or a course equivalent to one of these taken at another institution. Students who wish to take a second course in Area II of the core should take MAT 102 or MAT 111. Number systems, polynomials, rational functions, radicals, solution of algebraic equations and inequalities, exponential and logarithmic functions, elementary matrix theory, systems of equations and inequalities, sequences, series and linear programming. Applications of algebra including the mathematics of finance.

102. TRIGONOMETRY AND ANALYTIC GEOMETRY. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101. The basic trigonometric functions, graphs of the trigonometric functions, amplitude and periodicity, trigonometric identities and equations, triangles, the law of sines and the law of cosines, inverse trigonometric functions, distance, the conic sections, coordinate transformations, vectors and solid geometry.

111. ELEMENTARY ANALYSIS. (5-0-5) F, W, S, Su (Area II)

Prerequisite: MAT 101. A survey of analytic geometry and single variable calculus with applications from the social and life sciences.

200. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS I. (4-2-5) F, W, Su (Area II)

Prerequisite: Declared major in Elementary Education. A study of the structure of the rational number system with emphasis on concepts, generalizations and skills needed for teaching elementary school mathematics. Laboratory sessions will deal with teaching strategies.

223. CALCULUS WITH ANALYTIC GEOMETRY I. (5-0-5) S

Prerequisite: Math 102. Basic concepts, derivatives of algebraic, trigonometric and inverse trigonometric functions. Applications of derivatives.

240. CALCULUS WITH ANALYTIC GEOMETRY II. (5-0-5) F

Prerequisite: Math 223 with a grade of C or higher. The definite integral with applications. Derivatives of logarithmic and exponential functions.

241. CALCULUS WITH ANALYTIC GEOMETRY III. (5-0-5) W

Prerequisite: Math 240 with a grade of C or higher. Techniques of integration, improper integrals, indeterminate forms and infinite series.

242. CALCULUS WITH ANALYTIC GEOMETRY IV. (5-0-5) S

Prerequisite: Math 241 with a grade of C or higher. Vectors and the calculus of real-valued functions of several real variables.

300. MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS II. (4-2-5) On demand

Prerequisite: Math 200. A continuation of the study of the topics from the elementary school curriculum: the real number system, logic, informal geometry and metric geometry. Laboratory sessions will deal with teaching strategies.

301. ALGEBRA FOR MIDDLE SCHOOL TEACHERS. (5-0-5) W Odd years

Prerequisite: Math 300. Algebraic systems, equations and inequalities, elementary concepts from the theory of numbers and selected topics from abstract algebra.

302. MIDDLE SCHOOL PROBABILITY AND STATISTICS. (5-0-5) W

Prerequisite: MAT 300. Emphasis on counting methods, discrete variables, estimation, decision-making, tables and graphs, averages, the normal distribution and applications.

303. FOUNDATIONS OF TEACHING MIDDLE SCHOOL MATHEMATICS. (5-0-5) S

Prerequisite: MAT 300. Selected topics from the history of mathematics and theories of mathematics instruction. A look at problem-solving techniques and the role of the calculator and computer in the middle school.

320. MATHEMATICAL STATISTICS I. (5-0-5) On demand

Prerequisite: Math 242. Elementary probability theory, common theoretical distributions, moments, moment generating functions, sampling distributions, point estimation, interval estimation and hypothesis testing.

321. MATHEMATICAL STATISTICS II. (5-0-5) On demand

Prerequisite: Math 320. A continuation of Math 320.

325. PROBABILITY AND STATISTICS. (5-0-5) W

Prerequisite: Successful completion of any lower level math course. Designed to acquaint the student with the theory of probability and to apply probability to statistical theory. Problems will be taken from business, the life sciences and the social sciences.

343. DIFFERENTIAL EQUATIONS WITH APPLICATIONS. (5-0-5) F

Prerequisite: Math 242. Ordinary linear differential equations with applications. Some consideration will be given to the existence and uniqueness of solutions.

350. ABSTRACT ALGEBRA. (5-0-5) W, Su Odd years

Prerequisite: Math 241. Algebraic proofs are stressed and it is hoped that students will come to work easily with abstractions and generalities. Some of the topics studied are: rings, integral domains, the fields of rational and complex numbers, groups and polynomials.

351. LINEAR ALGEBRA. (5-0-5) S, Su Odd years

Prerequisite: Math 241. Vectors and vector spaces, systems of linear equations, matrices, determinants and linear transformations.

39E. SPECIAL TOPICS. (5-0-5) On demand

Prerequisite: Consent of the chairman of the mathematics department. Selected topics in mathematics which are not available in any other course offered by the department.

**400. METHODS AND MATERIALS FOR SECONDARY SCHOOL MATHEMATICS TEACHERS. (5-0-5)
On demand**

Prerequisite: Declared major in mathematics. Emphasis on techniques of teaching, development of materials, and application of secondary school mathematics.

410. NUMBER THEORY I. (5-0-5) On demand

Prerequisite: Math 242 or consent of instructor. Divisibility, congruences, quadratic residues, important functions of number theory. Diophantine equations, simple continued fractions and the sequence of primes.

411. NUMBER THEORY II. (5-0-5) On demand

Prerequisite: Math 410. A continuation of Math 410.

460. ANALYSIS I. (5-0-5) On demand

Prerequisite: Math 242. Set theory, the real number system, topology of Euclidean spaces and a rigorous development of the differential calculus of real valued functions of several real variables.

461. ANALYSIS II. (5-0-5) On demand

Prerequisite: Math 460. Functions of bounded variation, rectifiable curves, Reimann-Stieltjes integration, sequences and series.

470. INTRODUCTION TO HIGHER GEOMETRY. (5-0-5) F

Prerequisite: Consent of the instructor. A review of Euclidean geometry and an introduction to Non-Euclidean geometry.

475. TEACHING THE MODERNIZED METRIC SYSTEM. (5-0-5) On demand

Prerequisite: None. Techniques of measurement so that the students may become adept in the uses and applications of the modernized metric system. Numerous "hands-on" metric activities in various subject areas.

480. NUMERICAL ANALYSIS. (5-0-5) On demand

Prerequisites: CSC 201, MAT 242 and 351. A general algorithmic approach to numerical analysis with emphasis on concrete numerical methods, especially those adapted to computer solution.

48E-Q. INDEPENDENT STUDY. (Var. 5-15)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) On demand

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman. (S/U grade).

COMPUTER SCIENCE (CSC)

PROGRAM COORDINATOR: JERRY SCOTT

The Minor in Computer Science is designed to give a prospective student in-depth programming skills in several programming languages, and, in addition, a working knowledge of how a computer system operates. Students completing the program should be ready to pursue graduate study in Computer Science, enter the work force as a programmer, or effectively use computers in their chosen disciplines. The program of study consists of 25 quarter hours of credit. The required courses are:

CSC 201	5 hours	CSC/BIS 320	5 hours
CSC/BIS 300	5 hours	CSC/BIS 330, CSC/BIS 340,	
CSC/BIS 310	5 hours	or CSC/BIS 440	5 hours

COMPUTER SCIENCE (CSC)

201. INTRODUCTION TO COMPUTER SCIENCE. (5-0-5) F, S, Su

Prerequisite: MAT 101 or its equivalent. A course designed to introduce the use of the computer for solving problems in the physical and social sciences and mathematics. The computer as a social force will be studied. The BASIC programming language will be used.

300. FORTRAN AND ALGORITHMS. (5-0-5) W, Su

Prerequisite: MAT 101 and CSC 201 or MGT 209 with grade "C" or higher. This course will teach the FORTRAN language. It will stress algorithmic development, and the student will be expected to write many and varied programs.

310. DATA STRUCTURES. (5-0-5) S

Prerequisite: CSC/BIS 300 with grade "C" or higher. This course will teach the student how different data sets are stored, computed with, and organized within the computer.

320. OPERATING SYSTEMS. (5-0-5) F

Prerequisite: CSC/BIS 310 with grade "C" or higher. This course will cover in detail how a general computer system works. Some specific computer systems will also be covered.

330. COBOL. (5-0-5) S

Prerequisite: CSC/BIS 300 with grade "C" or higher. This course will present a detailed look at the COBOL programming language. The student will be expected to write 5-10 programs including some advanced programs. Business applications will be stressed.

340. ASSEMBLY LANGUAGE PROGRAMMING. (5-0-5) Su

Prerequisite: CSC/BIS 300 with grade "C" or higher. Assembly level programming will be stressed and the student will write assembler programs for a variety of tasks.

430. SURVEY OF PROGRAMMING LANGUAGES. (5-0-5) On demand

Prerequisite: CSC/BIS 320 with grade "C" or higher. Analysis of other programming languages such as PL1, SNOBOL, LISP, and RPG2. Students will write several programs in each language.

440. MODELING AND SIMULATION. (5-0-5) W

Prerequisites: CSC/BIS 310 and MAT 325 or BUA 301 with grade "C" or higher. General simulation theory including a high level simulation language. A survey of existing computer simulations. Simulation project in the student's own discipline.

MEDICAL TECHNOLOGY

MARCIA LEE, MT (ASCP), PROGRAM DIRECTOR

Assistant Professor: Lee. Instructor: McCrary.

The Bachelor of Science Degree will be conferred on students in Medical Technology who meet the following conditions.

1. A minimum of 116 quarter hours of credit and a quality point average of 2.5 on all work attempted, including general education requirements and other prescribed courses according to the special program as follows:

CHE 101, 102, 103 or 280, 231, 351	25 hours
BIO 123, ZOO 124, 210, or BIO 305, ZOO 211 or BIO 300, BOT 320	25 hours
PHY 150	5 hours
MAT 101	5 hours
STATISTICS: (Either MAT 325 or BUA 301)	5 hours
MGT 340	5 hours
CORE CURRICULUM—Areas I and III INCLUDING 6 HOURS OF PHYSICAL EDUCATION	46 hours

2. Submission of evidence that the senior year has been completed satisfactorily at an approved School of Medical Technology, either at Georgia College or elsewhere.

It is essential that Medical Technology students seeking the Bachelor of Science Degree closely follow the specific program of study outlined for this major in order to insure that all degree requirements are fulfilled. Medical Technology should be designated as the major area of interest on the Georgia College application so an adviser in the Medical Technology Department can be assigned.

CAREER INFORMATION

The majority of Medical Technologists work in hospital or doctor's laboratories. Positions are also available in research centers, pharmaceutical companies, toxicology laboratories, and veterinarian laboratories. The job availabilities are wide-spread at the present time. Annual starting salary varies from \$8000 to \$10,000.

Area IV: Med. Tech.

Courses	Hours
BIO 123*, ZOO 124, 210, 211	20
CHE 101*, 102*, 103, 231, 280	15
PHY 150	5
MAT 101*	5

*May be taken as part of Area II requirements.

MEDICAL TECHNOLOGY APPROVED PROGRAM*

The Medical Technology Program is of six quarters duration.

Students must make application separately to the Program of Medical Technology, Georgia College. Acceptance into the college does not guarantee acceptance into the Senior Year Medical Technology Program.

Acceptance into the program is on a competitive basis according to grade point average, grades, references and interview. Students must have at least a 2.5 GPA. Not more than one D in Chemistry and one D in Biology will be acceptable. Failure on more than one of these major courses (even repeated) is not acceptable. Georgia College students and area residents are given first consideration.

To remain in good standing in the Med Tech program, each student must maintain a minimum of a C average in each course of the Med Tech curriculum and demonstrate an ability to perform all lab work and to work with other people, present a professional attitude, and show an aptitude for and interest in the profession.

PREREQUISITES FOR ADMISSION

1. Satisfactory completion of courses outlined in Section 1, Degree Requirements for Bachelor of Science in Medical Technology.
2. Completion of application procedures which includes:
 - a. Application to Georgia College
 - b. Application to School of Medical Technology
 - c. Transcript for all college coursework
 - d. Interview (to be arranged by student)
 - e. References (one from biology professor and one from chemistry professor).

SENIOR EXIT EXAMINATION

Students who intend to major in Medical Technology will be required, prior to graduation, to pass the Senior Exit Examination with a minimum score which will be set by the department. If a student scores below the acceptable minimum score, he or she must return to the Georgia College campus for remedial work. Graduation will be postponed until the student has satisfactorily achieved the required competencies for the graduating Medical Technologist.

SCHEDULE OF MEDICAL TECHNOLOGY CLASSES

Classes begin in the Spring and Fall Quarters each year. Each class has a capacity of six (6) students. Students should submit an application at least one year prior to the anticipated entrance date.

*Approved by the American Medical Association Council on Education under advisement of the National Accrediting Agency for Clinical Laboratory Sciences.

CURRICULUM

Course work includes:

1st Quarter

Hematology I
Instrumentation
Mycology
Urinalysis

2nd Quarter

Chemistry I
Immunology-Serology
Parasitology

3rd Quarter

Chemistry II
Immunohematology
Bacteriology

4th and 5th Quarters

Professional Coursework at Hospital

6th Quarter

Laboratory Management
Survey of Nuclear Medicine
Advanced Hematology

MEDICAL TECHNOLOGY (MET)

Courses open to all majors.

140. INTRODUCTION TO MEDICAL TECHNOLOGY. (1-0-1)

General summary of the nature of Medical Technology.

421. HEMATOLOGY-COAGULATION (5-5-7) W, Su

Origin, functions, and abnormalities of erythrocytes and leukocytes. Coagulation factors, the stages of coagulation and testing for deficiencies.

423. IMMUNOHEMATOLOGY. (5-1-5) W, Su

Selection and processing of donors, cross matching procedure, antibody identification, and blood component preparation.

424. IMMUNOLOGY-SEROLOGY. (5-1-5) W, Su

Immunoglobulin formation, serologic reactions, immediate and delayed hypersensitivity, autoallergy, tissue transplantation, tumor immunology, syphilis serology, and other serological tests.

425. CLINICAL BACTERIOLOGY. (5-2-6) W, Su

Prerequisite: Bot 320 or equivalent. Growth, isolation, and identification of disease causing microorganisms.

426. CLINICAL PARASITOLOGY. (3-2-4) F, S

Identification of human parasites.

427. CLINICAL MYCOLOGY. (2-2-3) W, Su

Methods of identifying fungi affecting humans.

428. CLINICAL CHEMISTRY I. (5-2-6) F, S

Prerequisites: Chem 101, 102, 103 or 280 or equivalent. Basic laboratory principles and procedure, microtechnique, carbohydrates, proteins, amino acids, hemoglobin, porphyrins, lipids, and enzymes, theory of tests and diagnostic use.

429. CLINICAL CHEMISTRY II. (5-2-6) W, Su

Prerequisite: MET 428. Electrolytes, acid-base balance, liver function, renal function, gastric analysis, pancreatic function, toxicology, analysis of calculi, and miscellaneous fluid analysis.

430. URINALYSIS. (2-1-2) F, S

Study of the routine analysis and special testing of urine, including chemical and microscopic, and the correlation with disease processes.

431. INSTRUMENTATION. (3-0-3) F, S

A study of basic instruments used in the clinical laboratory, including the theory of operation, essential components, mechanism of operation, and application and use of instruments.

440. LABORATORY MANAGEMENT. (5-0-5) F, S

Prerequisite: MGT 340, Statistics. Introduction to aspects of laboratory management and the use of statistics in quality control.

460. ADVANCED HEMATOLOGY. (5-5-7) F, S

Determination of erythrocyte and leukocyte disorders and normal and abnormal cells through microscopic examination.

480. SURVEY OF NUCLEAR MEDICINE. (5-0-5) F, S

Prerequisite: MET 429. Study of the fundamentals of radioisotopes and their uses.

CLINICAL EXPERIENCE IN HOSPITAL LAB

Courses restricted to majors. (S/U grades used in all of the following courses.)

	Hours
450. HEMATOLOGY-COAGULATION.....	4
451. URINALYSIS	1
452. BACTERIOLOGY	5
453. CHEMISTRY I	5
454. CHEMISTRY II	5
455. BLOOD BANKING	5
456. SEROLOGY	3
	28

MODERN FOREIGN LANGUAGES

JEAN M. GUITTON, CHAIRMAN

Professors: J. Gonzalez, Guitton. Assistant Professor: Walters.

BASIC COURSES: 101, 102, 211, 212

These courses are designed to enable the student to gain an adequate working knowledge of the language. They constitute: (1) the language sequence required for the AB degree, and (2) the necessary prerequisite for the major program.

An incoming student who wishes to continue in college the study of foreign language begun in high school must take the language placement test given by the Department of Modern Foreign Languages during orientation. Those entering in the winter and spring quarters must make arrangements with the chairman of the department to take the test before classes begin. If the score obtained on this test indicates that the student is not sufficiently prepared to go on with the language, he may repeat the elementary courses with credit, or he may begin the study of another language for credit. If the student passes the test, he will receive the appropriate credit for the course (or courses) exempted.

MAJOR PROGRAMS

The major programs consist of the following sequences of courses:

French: 321, 322, 421, 422, 423, 445 and two additional courses at the senior college level. French 311 and 312 are strongly recommended for students who are planning to teach French. In any event the additional courses must be approved by the chairman of the Department.

Spanish: 321, 322, 420, 433, 441, 445 and two additional courses at the Senior college level. Spanish 311 and 312 are strongly recommended for students who are planning to teach Spanish. In any event the additional courses must be approved by the chairman of the department.

These course sequences are designed to give the student: (1) a knowledge of the main trends in the literature of the language and an understanding of the culture of the people through interpretative reading of literary masterpieces; (2) the ability to understand the spoken language at native speed and to express himself with a proportionate increase in oral fluency; and (3) a sound preparation for graduate work in the field.

A minor in French or Spanish can be obtained by completion of the following courses: French (Spanish): 101, 102, 211, 212, 221, 311, 312, and 321 or 322 or 445.

Completion of the Study Abroad Sequence (495, 496, 497) can replace the last three courses listed above (311, 312 and 321 or 322 or 445).

CAREER INFORMATION

The majority of our majors find employment with the various school systems throughout the State of Georgia. Their salaries, in line with the usual starting salaries in secondary schools, are set by those local school systems. The survey of our graduates in 1977 revealed that

seven out of the 10 graduates who replied were teaching foreign languages and 3 of them had also been asked to teach some English courses and history courses (they had wisely obtained a minor in those areas). The average salary for these teaching posts was \$8500.

Area IV: Modern Foreign Languages

Courses	Hours
FRE 211, 212, 211	0-20
SPA 211, 212, 221	0-20
ART 210, 211, 212	5
PHI 200	5

Area IV: Modern Foreign Language-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, ART 103 or SPE 101	5
15 hours selected from:	15
FRE 211, 212, 221	
SPA 211, 212, 221	

FRENCH (FRE)

101, 102. ELEMENTARY FRENCH. (5-0-5) each course (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and reading in elementary French prose.

211, 212. INTERMEDIATE FRENCH. (5-0-5) each course (Area I)

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

221. ADVANCED FRENCH READINGS. (5-0-5)

Designed to increase the student's facility in reading French classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Reading of representative French novels, plays, and poetry.

290, 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each F, W, S

Sophomore Classification and admission to the College Honors Program. A general interdisciplinary seminar.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

An intensive drill in oral and written French with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of French.

312. ADVANCED GRAMMAR. (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of French.

321, 322. SURVEY OF FRENCH LITERATURE. (5-0-5) each course

Prerequisites: French 221. A study of the development of French literature from the beginning to the present day. Study of principal trends. Reading of representative authors.

421. LITERATURE OF THE CLASSICAL PERIOD. (5-0-5)

A study of French literature of the seventeenth and eighteenth centuries.

422. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

A study of French literature of the nineteenth century with emphasis on the novel. Reading of representative authors.

423. CONTEMPORARY FRENCH LITERATURE. (5-0-5)

A study of French literature in the twentieth century with emphasis on the last twenty-five years.

434. THE EARLY FRENCH NOVEL. (5-0-5)

A study of the novel in France from its earliest manifestations through the eighteenth century.

445. FRENCH CIVILIZATION. (5-0-5)

A study of significant examples of French expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in French.

495, 496, 497. STUDY ABROAD. (5-0-5) each course

The study of French language and culture in a native environment. Designed especially for students in the Study Abroad programs of the University System of Georgia.

48A-Q. INDEPENDENT STUDY. (Var.)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

An individually designed and planned learning experience involving off-campus field experience and study in private or public sector. Must be approved by the department chairperson. (S/U grade).

SPANISH (SPA)

101, 102. ELEMENTARY SPANISH. (5-0-5) each course (Area I)

The study of the essentials of grammar, the development of basic oral and written expression, and readings in elementary Spanish prose.

211, 212. INTERMEDIATE SPANISH. (5-0-5) each course (Area I)

Designed to help the student acquire some ease in expressing himself both in speech and in writing. Concentration on conversation, composition, and a thorough review of grammar.

221. ADVANCED READINGS IN SPANISH AND SPANISH AMERICAN LITERATURE. (5-0-5)

Designed to increase the student's ability to read Spanish and Spanish American classics and to prepare him to participate readily in literature courses conducted exclusively in the language. Readings of representative Spanish and Spanish American novels, plays, poems, and short stories.

290, 292, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification. A general interdisciplinary seminar.

311. ADVANCED CONVERSATION AND COMPOSITION. (5-0-5)

An intensive drill in oral and written Spanish with emphasis on vocabulary building. Correction of defects in pronunciation by systematic analysis and study. Writing of letters and themes in the language. Strongly recommended for prospective teachers of Spanish.

312. ADVANCED GRAMMAR. (5-0-5)

A detailed study of grammar with ample opportunity for its practical application in composition. Strongly recommended for prospective teachers of Spanish.

321, 322. SURVEY OF SPANISH LITERATURE. (5-0-5) each course

Prerequisite: Spanish 221. A study of the development of Spanish literature from the beginning to the present day. Study of main trends. Readings of representative authors.

361, 362. SURVEY OF SPANISH AMERICAN LITERATURE. (5-0-5) each course

Literary development from the letters of Columbus to the present, development of Spanish American pattern of civilization and history through the contemporary era. Study of selected poems, short stories, novels, and plays of the major Spanish American writers and of literary movements.

420. LITERATURE OF THE GOLDEN AGE. (5-0-5)

A study of representative authors of the Golden Age. Development of the drama, poetry and novel. Lope de Vega. Tirso de Molina, Calderon; study of Don Quixote and other works of Cervantes.

433. LITERATURE OF THE NINETEENTH CENTURY. (5-0-5)

Study of the Literature of the nineteenth century, as represented by Romanticism and Realism.

441. MODERN SPANISH LITERATURE. (5-0-5)

Contemporary Spanish Literature. The essay, novel, poetry, drama in Spain since 1898. Emphasis on the Generation of 1898, and the tremendista movement.

445. SPANISH CIVILIZATION. (5-0-5)

A study of significant examples of Spanish expression in art, music, philosophy, etc. set against the social, political, and especially the literary background. Readings and discussions in Spanish.

450. SEMINAR IN CONTEMPORARY LATIN-AMERICAN CULTURE AND INTER-AMERICAN RELATIONS. (5-0-5)

A study of the culture of the Latin American peoples in the light of the various ethnic, economic, and social factors that have influence on the cultural development of each people and therefore of Inter-American relations. Traditional problems and their role in shaping United States Inter-American policies.

495, 496, 497. STUDY ABROAD. (5-0-5) each course

The study of Spanish language and culture in a native environment. Designed especially for students in the Study Abroad Programs of the University System of Georgia.

48A-Q. INDEPENDENT STUDY. (Var.)

49A-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade).

MUSIC

ROBERT F. WOLFERSTEIG, CHAIRMAN

Professor: Wolfersteig. Associate Professors: Benton, Underwood, Willoughby. Assistant Professors: Douglas, Hillman, Simmons, Tipton.

The aims of the Department of Music are (1) to educate students in sound musicianship and performance for careers in teaching in public schools and colleges; (2) to educate students for careers in the field of professional performance and private teaching; and (3) to educate students in the principles and techniques of music therapy.

The Department of Music is a full member of the National Association of Schools of Music, the official accrediting organization for schools, divisions, and departments of music in the United States.

CAREER OPPORTUNITIES

According to the latest information available from the Music Educators National Conference, career opportunities exist in the following categories: (a) Music teachers (public schools, private schools, college, university, conservatory, studio teaching, supervisor/consultant), (b) Music Therapists, (c) Instrumentalists, (d) Vocalists, (e) Church music, (f) Composer, (g) Conductor, (h) Tuner-technician, (i) Music industry, and (j) Music librarian. There is a wide salary range for each category on the national level. Salaries are negotiable and based on training and experience. Graduates are urged to apply early for any position.

DEGREES OFFERED

Bachelor of Music. This degree is designed for those who wish to teach privately or perform professionally in their respective fields. Requirements for the degree include a senior recital.

All students entering the Bachelor of Music degree program will be required to pass a qualifying examination before the music faculty in the spring quarter of the freshman year before proceeding further in the degree.

All freshmen and transfer music majors will take a theory placement test. The Department of Music reserves the right to require transfer students to retake any theory courses if the study does not satisfy the theory placement test.

Bachelor of Music

Instrumental Major (Piano, Organ, Wind Instruments)

	Hours
*Basic Requirements and Electives.....	.76
Music Courses.....	125
Applied Music (including Senior Recital Music 412).....	.41
Ensemble (including Accompanying-piano ensemble).....	.16
MUS 158, 159, 160, 261, 262, 266.....	.19
MUS 336, 337.....	.4
MUS 340, 341, 342, 343.....	.12
MUS 364, 365, 380.....	.11
MUS 368, 369, 370, 400, 462, 470.....	.18
MUS 439, 440.....	.4

Voice Major

**Basic Requirements and Electives	86
Music Courses	121
Applied Music (including Senior Recital, Music 412)	41
Ensemble	16
MUS 158, 159, 160, 261, 262, 266	19
MUS 336, 337	4
MUS 340, 341, 342, 343	12
MUS 364, 365, 380	11
MUS 368, 400, 470	9
MUS 439, 440, 465	7
	205

*Including 10 hours in foreign language study.

**Voice Majors will take 20 quarter hours in foreign language study. A student entering this college may exempt language courses through a placement examination administered by the Modern Foreign Languages Department.

Bachelor of Music Education

This program is designed to prepare students to teach or supervise music in the public schools. The curriculum is as follows:

*Basic Requirements and Electives	71
Music Courses (Vocal Concentration)**	116
Applied (may include class piano)	28-33
Ensemble	12-17
MUS 158, 159, 160, 261, 262	15
MUS 217	4
MUS 316, 317, 318	6
MUS 340, 341, 342, 343	12
MUS 364	5
MUS 365	3
MUS 380, 381	6
MUS 465	3
MUE 330, 331, 332, 461	12
MUE 495, 496	5
Professional Education	35
	222

Basic Requirements and Electives	66
Music Courses (Instrumental Concentration)***	116
Applied (may include class piano)	28-33
Ensemble	12-17
MUS 158, 159, 160, 261, 262	15
MUS 213, 214, 215, 216	8
MUS 316, 364, 365	10
MUS 340, 341, 342, 343	12
MUS 380, 381	6
MUS 462	3
MUE 330, 331, 332, 333	12
MUE 497, 498	5
Professional Education	35
	217

*Including 5 hours of foreign language study.

**This degree is for those students planning to teach general music in the elementary school and direct choral ensembles in the secondary schools.

***This degree is for those students planning to teach instrumental music in the elementary and secondary schools.

Bachelor of Music Therapy

This degree is designed to educate students in the principles and techniques of music therapy. The curriculum is designed to qualify a student who completes requirements to become certified as a Registered Music therapist by the National Association of Music Therapy, Inc. A six-month supervised clinical internship follows the completion of all course work and precedes the granting of the degree.

	Hours
Basic Requirements* and Electives.....	71
Music Courses.....	85
Applied Music (to include MUS 316).....	26-32***
Ensemble.....	12-18**
MUS 158, 159, 160, 261, 262.....	16
MUS 213, 214, 215, 216.....	8
MUS 380, 381.....	6
MUS 341, 342, 343.....	9
MUS 462 or 465.....	3
Music Therapy Courses.....	27
MUT 101, 112.....	4
MUT 212.....	3
MUT 313, 314, 315.....	9
MUT 419, 420, 421.....	9
MUT 422.....	2
Professional Courses (in addition to courses taken to satisfy Area III of the Core Curriculum).....	25
Psychology (including PSY 201, 448).....	15
Sociology and Anthropology.....	10
Six-Month Internship (MUT 423, 424).....	4
	212

*Including 5 hours of foreign language and PED 256.

**Hours in applied/ensemble must total 44 hours.

***Includes a minimum of 11 hours piano and 1 hour of class voice instruction.

OTHER REQUIREMENTS

All music majors are required (1) to participate in an ensemble during each year in College, and (2) to attend designated recital and master classes, faculty and student recitals, and special concerts at the College during the year.

ENSEMBLE PARTICIPATION

In order to meet the required hours in ensemble in the degree programs:

1. There should be ensemble experience throughout the four years of study, which should be varied in the size and nature of the ensemble and in which at least 50% of the total experience should be on the major instrument.
2. Those enrolled in the Bachelor of Music degree program preparing a senior recital may take the three hour recital credit in lieu of ensemble credit during the senior year.
3. Music majors in the Bachelor of Music Education program will participate in an ensemble during each year in college except during the quarter when they are student teaching off-campus. At least 50% of the total experience should be on the major instrument.

The quarter's credit (1 hour) which is given for membership in Georgia College ensembles is based upon attendance, participation and general attitude. Students are not to request permission to be absent from rehearsals or performances in order to take private lessons, do outside work, or engage in other extra-curricular activities.

Area IV: Music

Courses	Hours
Applied Music/Ensemble	12
MUS 102	5*
MUS 158, 159, 160, 261, 262	15
MUS 266	4*

Area IV: Music-Education

Courses	Hours
EFS 204	5
MUS 102 or ART 103 or SPE 101	5
15 hours selected from:	15
Applied Music/Ensemble	
MUS 158, 159, 160, 261, 262	

*Electives

WOMEN'S STUDIES MINOR

Students majoring in English, history, business, sociology, psychology, political science, public administration or other disciplines may minor in Women's Studies by completing 25 quarter hours as follows:

1. History 370, English 325, Music 301, Sociology 372.
2. One course selected from the following: History 413, History 443, Sociology 426, Sociology 428, or English 444.

For more information on the minor, students should contact the coordinators, Drs. Armstrong and Begemann in the Department of History.

MUSIC (MUS)

101. PREPARATORY MUSIC THEORY. (5-0-0)

A course designed for the student who elects to major in music, but who has not had high school classes that prepare him for the freshman courses in music theory.

102. INTRODUCTION TO MUSIC. (5-0-5) (Area I)

A study of various types and forms of music as a means of increasing the student's understanding and enjoyment. Primary emphasis placed on the development of listening skills. Designed for the general college student as well as for the freshman music major.

115. CLASS VOICE. (Non-Music Majors) (1-0-1)

Group instruction in voice production with emphasis on the fundamentals of breathing, vowel and consonant production, diction, phrasing and interpretation of simple vocal literature. Open to non-music majors with the consent of the instructor. Does not carry major credit in the vocal music curriculum.

121. CLASS PIANO INSTRUCTION FOR NON-MUSIC MAJORS. (2-0-2)

Open to students with no formal background in music. Emphasis on basic music reading, chord construction, and playing standard folk songs.

122, 123. CLASS PIANO INSTRUCTION. (2-0-2) each

Prerequisites: MUS 158 and placement audition. Emphasis on beginning piano skills; introduction to piano repertoire through assigned listening reports.

158, 159, 160. ELEMENTARY THEORY. (5-0-3) each

A study of the fundamentals of music structure, terminology, and pitch relationships. Integrated courses in theory, harmony, sight singing, melodic and harmonic diction, and written and keyboard harmony. Designed to coordinate the visual, aural, and mental factors involved in well-rounded musicianship.

213, 214, 215, 216. CLASS INSTRUCTIONS IN WOODWINDS, BRASS, PERCUSSION, AND STRINGS. (2-0-2) each

One quarter devoted to each of four families of instruments. Lab courses devoted to familiarization of teaching problems through actual performance. Study of materials and methods for instrumental study.

221, 222, 223. CLASS PIANO INSTRUCTION. (2-0-2) each

Prerequisites: MUS 158 and placement audition. Emphasis on more complex skills required for Piano Proficiency Examination for Bachelor of Music Education and Bachelor of Music Therapy degrees.

261, 262. INTERMEDIATE THEORY. (5-0-3) each

Prerequisites: Music 158, 159, 160. Continuation of Elementary Theory with emphasis on aural, keyboard, analytical, and compositional procedures. Includes the study of non-harmonic tones, modulations, and chromatic harmony.

266. TONAL COUNTERPOINT. (4-0-4)

Prerequisite: Music 262. A study of traditional contrapuntal procedures, particularly those of the 18th century, with emphasis on score analysis and written projects.

290, 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each, F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification. A general interdisciplinary seminar.

293. ELECTRONIC MUSIC. (3-0-3)

The study of the historical background, the basic literature and new notation techniques will lead to the creation of electronic compositions by the students. The main instrument will be the synthesizer used with a quadraphonic tape recorder. The results will then be heard and criticized by the class and the faculty member. This is an elective course for the general college student and faculty.

294. JAZZ IMPROVISATION. (3-0-3)

Discussion and performance of harmonic units and jazz patterns and their relationship to improvisational jazz.

301. WOMEN IN MUSIC. (5-0-5)

A survey of the contributions of women to serious, folk and popular music of the U.S. and Europe. Would serve as an elective and a part of a minor concentration in women's studies.

316, 317, 318. CLASS INSTRUCTION IN VOICE. (2-0-2) each course

The study of fundamentals of breathing, vowel and consonant production, phrasing, development of good tone, correct posture, proper diction, and interpretation of simple song classics. For music majors only.

336, 337. LITERATURE OF MAJOR INSTRUMENT. (2-0-2) each

Analytical study principally of the solo literature for piano, voice, organ, or an orchestral instrument. Special emphasis is given to musical structure and style.

340. HISTORY OF MUSIC I. (3-0-3)

Prerequisite: Music 102. A general survey of Western music from ancient times to the late 16th century.

341. HISTORY OF MUSIC II. (3-0-3)

Prerequisite: Music 102. A survey of musical developments during the period 1600-1760.

342. HISTORY OF MUSIC III. (3-0-3)

Prerequisite: Music 102. A survey of musical developments during the Classic-Romantic period (1760-1900).

343. HISTORY OF MUSIC IV. (3-0-3)

Prerequisites: Music 102. A survey of twentieth century music.

364. FORM AND ANALYSIS (5-0-5)

Prerequisites: Music 261, 262. A study of forms of the 18th and 19th centuries.

365. TWENTIETH CENTURY COMPOSITIONAL TECHNIQUES. (3-0-3)

Prerequisites: Music 261 and 262. An analytical study of the compositional techniques of the twentieth century with some experience in original exercises using these procedures.

368, 369, 370. SURVEY OF MUSIC LITERATURE, I, II AND III. (3-0-3) each course

A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. Offered alternate years.

380. CONDUCTING. (3-0-3) F

Prerequisite: Music 262. Content of this course includes basic baton technique, choral score reading, and rehearsal technique.

381. CONDUCTING. (3-0-3) W

Prerequisite: Music 380. Content of this course includes advanced baton technique, instrumental transpositions, and advanced choral score reading.

400. SEMINAR IN MUSIC HISTORY AND THEORY. (3-0-3)

Prerequisites: Music 340, 341, 342, 365. Basic concepts of music in reference to a variety of compositions and styles. Lectures, class and individual projects.

412. SENIOR RECITAL. (0-0-3)

Solo recital of approximately fifty minutes. Required of students enrolled in the Bachelor of Music degree program.

439, 440. PEDAGOGY OF MAJOR INSTRUMENT. (2-0-2) each

Techniques of teaching piano, voice, organ, strings, brass or woodwinds with emphasis on the selection and organization of teaching materials. Two quarters.

462. ORCHESTRATION. (3-0-3)

Prerequisite: Music 262. Instrumentation and scoring for small and large ensembles, including the modern orchestra and concert band. To this end, records and scores are studied and written projects are undertaken.

465. CHORAL LITERATURE AND ARRANGING. (3-0-3)

Prerequisite: Music 262. This course includes a survey of choral literature concentrating on music appropriate for middle school and high school choirs and ensembles; the compiling of a repertoire list; study and practical experience in arranging choral music; and development of skills in evaluating choral music.

470. SURVEY OF MUSIC LITERATURE IV. (3-0-3)

Continuation of Music 370. A survey of the stylistic traits of vocal and instrumental forms of music through a study of representative compositions. The course is conducted by means of lectures, class and individual projects, and style analysis. One quarter. Offered alternate years.

48A-Q. INDEPENDENT STUDY IN MUSIC. (Var.)**MUSIC EDUCATION (MUE)****200. MUSIC FOR THE PHYSICAL EDUCATION MAJOR (5-0-5) S**

Prerequisite: Sophomore standing. An introductory course in music structured to meet the needs of students majoring in physical education. Special emphasis on movement as it relates to music, with introduction to the Dalcroze, Orff, and Kodaly systems, the notation of rhythm, the use of simple percussion instruments, and the study of form in music.

321. MUSIC IN THE ELEMENTARY SCHOOL. (5-0-5)

Prerequisites: MUS 102, EFS 204, 301, EEC/EMG 351. The course seeks to develop desirable attitudes and skills in prospective teachers by providing experiences in music that are appropriate for the classroom. Emphasis is placed upon musical growth through participation in music making, the study of materials, and the acquisition of sufficient knowledge and skills in classroom music. Required for a major in Early Childhood Education.

330, 331. GENERAL MUSIC KINDERGARTEN THROUGH SIXTH GRADE. (3-0-3) each course F, W.

Prerequisite: Junior standing. Sequential methodology courses for music majors who are preparing to teach. Analysis and evaluation of materials and procedures designed to shape the musical skill, knowledge, and taste of the learner. First course centers around musical experiences of pre-school and primary; second course is designed for the upper grades. Scheduled observation in selected off-campus cooperating centers is considered a part of the requirements for 330 and 331.

332. MUSIC IN THE MIDDLE AND SENIOR HIGH SCHOOL. (3-0-3)

Prerequisite: MUE 330, 331. For music majors only. A study of the organization, development, and maintenance of a balanced middle and secondary school music program. Stress is put on study and evaluation of the many materials available and varied methods of presentation.

333. INSTRUMENTAL METHODS. (3-0-3)

Music education course for instrumental majors dealing with problems specifically related to organization, maintenance and development of public school instrumental groups.

461. CHORAL METHODS. (3-0-3)

Prerequisites: Music Education 330, 331, 332. Study of tone production, diction, and voice blending as it applies to choral singing, together with a study of the organization, development, and maintenance of choral programs in the secondary schools.

493. STUDENT TEACHING IN SECONDARY AREAS. (4-40-14) F, W, S

Prerequisites: EFE 490 and completion of Professional Sequence. A quarter of full-time student teaching in grades 7-12 in off-campus centers designated by the School of Education. Crosslisted with EFE 493.

495. STUDENT TEACHING IN ELEMENTARY MUSIC. (0-5-2) F, W, S

Prerequisite: Senior standing. The first quarter of a two-quarter sequence of student teaching, one hour a day in off-campus centers designated by the Music Department. Crosslisted with EFE 495.

496. STUDENT TEACHING IN ELEMENTARY MUSIC. (0-5-3) F, W, S

Prerequisite: MUE 495. The second quarter of two-quarter sequence of student teaching, one hour a day, in off-campus centers designated by the Music Department. Crosslisted with EFE 496.

497. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2) F, W, S

Crosslisted with EFE 497.

498. STUDENT TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2) F, W, S

Prerequisite: Music 497. Crosslisted with EFE 498.

MUSIC THERAPY (MUT)

101. INTRODUCTION TO MUSIC THERAPY. (2-0-2) F

Orientation to the field of Music Therapy through lectures, reading, and field trips to community mental health centers and state hospital facilities. Open to all students. Required of all potential Music Therapy majors.

112. PRECLINICAL EXPERIENCE. (2-0-2)

Field experience through supervised music therapy projects at Central State Hospital and other community-service facilities.

212. MUSIC AND RECREATION. (3-0-3)

To furnish a background of knowledge of music activities used in various areas of therapy and recreation. Opportunity to learn basic guitar, auto harp, rhythm instruments, and folk dance techniques for use in specialized programs. Lectures, demonstrations, laboratory, and field work experience in introducing music in the recreation setting.

313. PSYCHOLOGY OF MUSIC—SURVEY. (3-0-3) F

Basic study of musical systems, and the psycho-socio-physiological processes involved in musical behavior.

314. PSYCHOLOGY OF MUSIC-BASIC PRINCIPLES OF RESEARCH. (1-2-3) W

Prerequisites: MUT 313. Consideration of basic research techniques applied in psychology of music problems through examination of selected research studies.

315. PSYCHOLOGY OF MUSIC—PROJECTS AND LABORATORY. (1-2-3) S

Prerequisites: MUT 314. Elementary laboratory and field studies of influences of music on behavior, incorporating the basic principles of research and behavior modification.

419. INFLUENCE OF MUSIC ON BEHAVIOR. (3-0-3) F

Lectures, projects, and demonstrations exploring the influences of music on behavior and principles underlying applications in music therapy with adult psychiatric clients.

420. MUSIC THERAPY—METHODS OF PROCEDURES. (3-0-3) W

Prerequisites: MUT 419. Basic approaches and techniques of music therapy applied in mental retardation, and with emotionally disturbed children and adolescents.

421. MUSIC THERAPY—CLINICAL PRACTICUM AND RESEARCH. (2-0-3) S

Prerequisites: MUT 420. Lecture and field projects to study influence of music and application of therapy techniques, with geriatric, correction, and alcohol/drug addition problems.

422. HOSPITAL ORIENTATION. (2-0-2)

Designed to give music therapy majors a basic knowledge of hospital organization and management in country and state facilities.

423. 424. CLINICAL INTERNSHIP IN MUSIC THERAPY. (0-5-2) each (Two consecutive quarters)

Prerequisites: 423: (1) Successful completion of Regents' test, (2) Successful completion of Piano Proficiency Exam., (3) A score of at least 74% correct on Senior Comprehensive Exam. Prerequisite: 424: MUT 423. Six months resident internship in Music Therapy at an approved, affiliated, psychiatric hospital; senior course after all course work has been completed.

MUSIC ENSEMBLES (MUP)

Music Ensembles (Performing) are designated by the prefix MUP.

MUP 101-403 (in the course listings below) means MUP 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 403 where the *first* digit indicates year level and the *third* digit indicates quarter scheduled.

First digit: 1=Freshman; 2=Sophomore; 3=Junior; 4=Senior

Third digit: 1=Fall; 2=Winter; 3=Spring

Example: MUP 323—indicates Aeolian Singers at the Junior level during the Spring quarter.

101-403. MIXED CHORUS. (0-3-1) each

Rehearsals are held three times weekly for the purpose of reading, studying, and performing standard choral literature. Membership is open to the general college student by audition.

111-413. THE WOMEN'S ENSEMBLE. (0-2-1) each

Rehearsals are held two times weekly for the purpose of studying and performing music written for treble voices. Membership is open to the general college student.

121-423. AEOLIAN SINGERS. (0-2-1) each

Rehearsals are held twice weekly for the purpose of studying and performing music written for the small ensemble. This organization has won acclaim both on and off campus with numerous requests for performances. Membership is open only to members of one of the larger ensembles.

131-433. PIANO ENSEMBLE. (0-2-1) each

Study of piano ensemble repertoire in the studio. Performance at least once per quarter is expected and enrollment is limited to two qualified students in each section. Permission to register for this class is given by the piano faculty, and the class is considered a performing ensemble.

141-443. ACCOMPANYING. (0-4-1) each

Supervised studio and ensemble accompanying. Those majors whose performance area is piano may enroll for this course with permission of applied teacher.

151-453. STRING ENSEMBLE. (0-2-1) each

Open to all students, faculty and staff who can play either violin, viola, cello or double-bass with moderate proficiency. The group meets one evening a week in Porter Fine Arts and presents a concert each Spring.

161-463. WIND ENSEMBLE. (0-3-1) each

Study and performance of the best in standard and contemporary band literature. Open to all college students by audition.

171-473. BRASS CHOIR. (0-1-1) each

This group meets one day a week and performs the best in standard and contemporary brass literature. This group is open to all college students.

181-483. JAZZ ENSEMBLE. (0-3-1) each

Study and performance of the best in jazz repertoire. Lab groups ranging from small combos to 17-piece orchestra. Open to all college students by audition.

191-493. WOODWIND CHOIR. (0-1-1) each

This group meets one day a week and performs the best in standard and contemporary woodwind literature. This group is open to all college students. Auditions may be held depending upon needed instrumentation.

APPLIED MUSIC

Each student is required to specialize in one instrument and become proficient on a secondary instrument during the course of study. A creditable performance in piano, voice, organ, or an instrument is required for graduation. Examinations are heard at the end of each quarter by the members of the applied music teaching staff for those music majors who are enrolled for lessons in applied music.

MUSIC EDUCATION AND MUSIC THERAPY PIANO REQUIREMENTS

A comprehensive examination in piano shall be administered by the music faculty. A student must exhibit competency in basic skills such as sight reading, harmonization, accompanying, and open score reading. A prerequisite for student teaching and Music Therapy internship.*

All music majors enrolled in the Bachelor of Music Education and Music Therapy Degrees are required to take a minimum of 11-12 quarter hour credits in piano. Further study may be necessary to fulfill the keyboard requirements for the respective degrees.

By special request a student may be permitted to take the functional piano examination without the minimum credit hours.

APPLIED MUSIC (MUA)

Students who are enrolled for applied music will be assigned credit hours as follows:

*Music Majors***

*Major Instrument—4 hours (two one-half hour lessons per week)
2 hours (one one-half hour lesson per week)*

*Minor Instrument—2 hours (two one-half hour lessons per week)
1 hour (one one-half hour lesson per week)*

*Students are advised to enroll in Class Piano (221, 222, 223) to assist them in passing the Piano Proficiency Exam.

**Freshmen music majors will be assigned applied music lessons for the following credit: 2 hours (two one-half hour lessons per week); 1 hour (one one-half hour lesson per week)

The amount of credit assigned to applied music courses is based on the amount of time allotted for practice and the work load assigned to the student.

Individual lessons in applied music are for music majors only. Other students in applied music courses must have prior approval of instructor. (See Applied Music fee section.)

Applied Music courses are designated by the prefix MUA.

MUA 101-403 (in the course listings below) means MUA 101, 102, 103, 201, 202, 203, 301, 302, 303, 401, 402, 403 where the *first* digit indicates year level and the *third* digit indicates quarter scheduled.

First digit: 1=Freshman; 2=Sophomore; 3=Junior; 4=Senior

Third digit: 1, 4, 7=Fall; 2, 5, 8=Winter, 3, 6, 9=Spring

Example: MUA 255—indicates Viola at the Sophomore level during the Winter quarter.

MUA 101-403 Piano; MUA 104-406 Harpsichord; MUA 107-409 Voice; MUA 111-413 Organ

Band and Orchestral Instruments

114-416 Baritone

121-423 Clarinet

124-426 Cornet or Trumpet

127-429 Flute or Piccolo

131-433 French Horn

141-443 Saxophone

144-446 Sousaphone or Tuba

147-449 Trombone

151-453 Violin

154-456 Viola

157-459 Violoncello

MUSIC ACTIVITIES

RECITAL CLASS

Recital Class is required of all music majors and is held at least twice per month to afford all students studying applied music the opportunity of performing in public.

STUDENT ORGANIZATIONS

GUILD STUDENT GROUP OF THE AMERICAN GUILD OF ORGANISTS

The American Guild of Organists is a national organization of professional church musicians. Its aim is to raise the standards of the musician and music in the churches and synagogues of the United States, to promote a better understanding of the problems and status of the professional musician by the clergy, and to continue encouragement of quality performances by students and all church musicians. The American Guild of Organists is affiliated with organizations in Canada and in England. Student chapters in the United States now number over 150, and the interest on the part of organ students in church music and in maintaining a high excellence of organ playing continues to grow.

MUSIC EDUCATORS NATIONAL CONFERENCE, Student Chapter #453

The Music Educators National Conference, an Affiliate of the National Education Association, is the organization that serves as leader and spokesman for music education in the United States. The student MENC provides opportunities for professional development for college students through participation in state, division, and national meetings of the organization. Members enjoy all rights of full, active membership in MENC except those of voting and holding office.

MUSIC THERAPY SOCIETY

The Music Therapy Society is an organization for any students interested in the profession of music therapy and in service work to the community. MTS is involved in the National Association of Music Therapy Students (NAMTS) both regionally and nationally. MTS

sponsors quarterly service projects, volunteer work, and field trips to mental health clinics throughout the state.

While any interested student may join MTS, student membership in NAMT and the South-eastern Chapter of NAMT is open only to declared music therapy majors. Membership privileges in these groups include receiving all publications and (in SEC/NAMT) the right to vote in all elections.

PHI MU ALPHA SINFONIA

Phi Mu Alpha Sinfonia is a national fraternity for men representing the music profession. Its objectives are to advance the cause of music in America, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to encourage loyalty to the Alma Mater. Eta Alpha Chapter was established at Georgia College in February, 1971.

SIGMA ALPHA IOTA

Sigma Alpha Iota is a national professional fraternity for women in the field of music. Its objectives are to uphold the higher ideals of music education, to raise the standards of productive musical work among the women students, to further the development of music in America and to promote stronger bonds of musical interest and understanding between foreign countries and America, give inspirational and material aid to its members, organize the social life of its members as a contributing factor to their educational program, cooperate wholeheartedly with the ideals and aims of the Alma Mater, and adhere to the highest standards of American citizenship and democracy. Beta Rho Chapter was established at Georgia College in the spring of 1953.

ADMISSION TO BACHELOR OF MUSIC DEGREE PROGRAM

All freshman and incoming transfer students seeking admission to the Bachelor of Music degree program at Georgia College must petition and audition before the music faculty in order to gain admission to the program. Incoming freshmen may petition in the spring quarter of the freshman year.

The student should be advised that music degree programs usually require additional quarters in order to complete the degree requirements.

NURSING

M. CATHERINE SUMMERLIN, CHAIRMAN

Associate Professor: Summerlin. Assistant Professors: Anderson, Collins, Cook, Glawson, Patten, Steil, Waldrip, Wright. Instructors: Ashfield, Collier, Holder*, Peavy, Richards, Scott*, Thompson.

The faculty of the Department of Nursing believes that the education of nurses is an integral part of the total education system and is best accomplished in a college setting. The Department of Nursing incorporates into its curriculum the college's belief that the purpose of a college education is to provide the student with a broad and liberalizing background by including a balance of courses from the humanities, natural, social and behavioral sciences with the nursing major. In addition to courses at the college, various hospitals, nursing homes, public health agencies, community agencies and other patient care facilities in the middle Georgia area are used as clinical learning laboratories.

The Department of Nursing offers two programs in nursing: an Associate in Science in Nursing program leading to examination eligibility for licensure as a registered nurse; and an upper division baccalaureate program for registered nurses leading to the Bachelor of Science in Nursing Degree.

ASSOCIATE IN SCIENCE IN NURSING

Fully accredited by the National League for Nursing the associate degree program prepares nurses to give direct patient care under supervision. The educational program can be completed in six quarters with the graduate being awarded an Associate in Science in Nursing degree. Graduates of this program are eligible to take the State Board Examination for licensure. After successfully passing the State Board Examination, the graduate becomes a registered nurse.

The ASN graduate is qualified to seek employment in a variety of agencies in the health care system, including hospitals, nursing homes, doctors' offices, and clinics. Although the number of persons entering the health care field is increasing, at the present time approximately 100% of graduates seeking jobs are able to obtain appropriate employment.

The ASN curriculum reflects the faculty's belief that students learn best when moving from the most familiar to the least familiar, and from the simple to the complex. To this end, the ASN courses are planned to move from the normal functions of man to the abnormal, with emphasis placed on nursing interventions which encourage return to normal or discourage further pathology.

ADMISSION REQUIREMENTS

1. Admission to the college does not necessarily mean that the student will be admitted into the nursing program.
2. Applicant must have a predicted grade point average (P.G.A.) of 2.0 or above to be accepted. The college calculates this prediction.
3. If applicant scores below 350 on SAT in Math he must take one college course in Mathematics before entering the program.

*Adjunct

4. Applicant must have taken high school or basic college chemistry in order to enter the nursing curriculum.
5. A health record, including chest x-ray, VDRL, and tuberculin skin test, must be received before the applicant is allowed to register for a nursing course.
6. Transfer and returning students must have a minimum 2.0 average to qualify.
7. Students who successfully complete Special Studies courses (if required by the college) must have a minimum of 15 quarter hours credit in academic subjects beyond Special Studies and a GPA of 2.0 before being considered as a candidate for the Nursing Program.
8. Returning students who have been out of nursing more than 1 year must pass the final examination of the last nursing course successfully completed prior to entering the next nursing course. Students who fail this examination must repeat the last nursing course successfully completed.

POLICIES FOR ASSOCIATE DEGREE NURSING STUDENTS

1. Nursing majors must make at least a "C" grade in each nursing course that counts toward their degree. Students may repeat one nursing course, but may repeat it only once and may not repeat another nursing course.
2. A grade of "C" is required in the three science courses, i.e. Human Anatomy, Human Physiology and Microbiology.
3. A cumulative grade point average of 2.0 in the first year is necessary for promotion to the second year of the nursing program and/or for returning to the program.
4. Nursing students are responsible for providing their own transportation to the various clinical facilities, including Dublin (50 miles) and Macon (30 miles).
5. A physical examination is required prior to the beginning of each academic year or prior to re-entering the nursing program.
6. Any student may be denied permission to continue enrollment in the Department of Nursing if, in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her potential capabilities as a nurse.

ASN Curriculum

Courses	Hours
NUR 101, 130, 140, 202	
230, 240	56
ZOO 210, 211, BOT 320	15
ENG 101, 102	10
PSY 201	5
SOC 101	5
HFN 325	3
EFS 295	5
Physical Education	3
Regents' Examinations	

Total 102

In addition to the above, students are required to meet the legislative requirements for American History and Political Science (see page 64).

BACHELOR OF SCIENCE IN NURSING

The Department of Nursing offers a two-year upper division program for registered nurses leading to the Bachelor of Science in Nursing degree.

The educational program may be completed in six quarters. The BSN graduate is qualified to pursue graduate education, and is eligible to seek employment in a wide variety of agencies, including hospitals, nursing homes, community and mental health agencies, public health departments, professional organizations, industry, doctors' offices, and clinics. Presently, approximately 100% of graduates who seek employment are able to find appropriate positions.

The faculty believes that learning is the organization of knowledge throughout life and that professional nursing is the translation of knowledge into practice. To this end, most courses in the professional nursing major include clinical components in which students define their learning needs and develop strategies for their achievement.

ADMISSION REQUIREMENTS

1. Complete all papers required for admission to Georgia College. Identify major as "BS in Nursing".
2. When the applicant has been admitted to the college as a regular student and has completed all of the requirements for admission to the upper division baccalaureate program in nursing, the Admissions Committee in the Department of Nursing will act upon the application.
3. Applicants will be admitted to the upper division baccalaureate program in Nursing when all of the following criteria have been met:
 - A. Be graduated from a state-approved diploma or associate degree program with a cumulative grade point average (GPA) of 2.0 or above.
 - B. Submit a copy of State Board Test Pool Examination scores to the Department of Nursing.
 - C. Submit to the Department of Nursing a copy of current license to practice nursing in the State of Georgia.
 - D. Submit to the Department of Nursing a copy of current professional liability insurance policy.
 - E. Complete successfully the upper division admissions testing program offered July and December each year. Retake, if necessary, one time only.
 - F. Complete all core curriculum requirements.
 - G. Submit to the Department of Nursing an acceptable statement of condition of applicant's health.

POLICIES FOR BACCALAUREATE DEGREE NURSING STUDENTS

1. Complete all requirements of Georgia College for the Bachelor of Science in Nursing Degree.
2. Maintain a cumulative G.P.A. of 2.0. A student having a cumulative G.P.A. below 2.0 cannot enroll in nursing courses.
3. Achieve a grade of "C" or above in all nursing courses that count toward the degree. A grade less than "C" must be removed before the student is allowed to take another nursing course.
4. Provide evidence of current liability insurance before being allowed to register for nursing courses.
5. Provide own transportation to the various clinical facilities.
6. Any student may be denied permission to continue enrollment in the Department of Nursing if, in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her potential capabilities as a nurse.

BSN DEGREE

In addition to the Core Curriculum* courses the following 300-400 level course must be completed:

Course	Hours
Biochemistry	5
Statistics	5
Cultural Anthropology	5
Relevant Electives	10
Major courses:	
NUR 312, 322, 352, 362, 400, 410, 452, 462, 48E	50
Regents' Examinations	
Total	75

*Core requirements may be modified in consultation with nursing faculty adviser.

NURSING (NUR)

101*. FUNDAMENTALS OF NURSING. (5-9-8) F

Basic "fundamentals" plus normal pre-natal care, growth and development, developmental tasks for all ages, and beginning communication.

130. PHYSICAL AND MENTAL ILLNESS I. (5-9-8) W

Prerequisites: NUR 101, HFN 325. Continuation of Nursing 101, including beginning physical and mental illness for all ages.

140. PHYSICAL AND MENTAL ILLNESS II. (5-9-8) S

Prerequisites: ZOO 210, 211, NUR 130. Continuation of Nursing 130, including labor and delivery and post-partum care with emphasis on practice in problem-solving.

*Selected students with previous nursing education may validate this course by examination.

202. PHYSICAL AND MENTAL ILLNESS III. (5-9-8) F

Prerequisites: NUR 140, ENG 101. Continuing physical and mental illness for all ages with focus on acute and chronic problems.

230. PHYSICAL AND MENTAL ILLNESS IV. (6-12-10) W

Prerequisites: NUR 202, ENG 102, BOT 320. Continuation of Nursing 202, including complications of pregnancy and care of psychiatric patient with emphasis on decision-making.

240. ORGANIZATION AND INTEGRATION OF HEALTH CARE. (9-16-14) S

Prerequisite: NUR 230. Transition from classroom to job, history of nursing, trends in nursing, legal aspects, community health and an overview of specialty nursing areas, such as coronary care and leadership skills.

312. NURSING PROCESS I. (3-6-5) F, S

The first nursing course in the upper division is designed to introduce theoretical and philosophical bases for nursing, to explore professional nursing roles, and to develop a conceptual model for nursing practice. Need-developmental theory and the nursing process are introduced as tools used by nursing to facilitate adaptive responses in man. The concept of man as a holistic being who progresses through orderly, regular, and predictable developmental stages and who is constantly interacting with both internal and external environments is explored. Secondary care settings provide opportunities to use developmental theory and the nursing process with clients in the later stages of maturity.

322. NURSING PROCESS II. (3-6-5) F, W

Prerequisite: Prior or concurrent registration in NUR 312. This course will include use of the nursing process with persons in the young adult (age 25-45) and middle age (age 45-65) groups. The knowledge and skills basic to working effectively with these age groups will be studied and skills will be practiced.

352. NURSING PROCESS III. (3-6-5) F, W

Prerequisite: NUR 322. The focus of this course is on mental health concepts and psychotherapeutic nursing intervention relative to the life span of man. There is a special emphasis on teaching-learning theories and on need-developmental theories relative to the total health appraisal of adolescents and young adults through application of the nursing process.

362. NURSING PROCESS IV. (3-6-5) W, S

Prerequisite: NUR 322. Application of concepts and skills from nursing process and nursing assessment in primary (distributive) care settings with children and childbearing families at various points along the health-illness continuum. Major emphasis is on family theories, including developmental stages of the childbearing family, as well as need developmental theories related to the individual, i.e. perinatal through school age.

400. LEADERSHIP AND CHANGE. (5-0-5) F, S

Prerequisite: NUR 322. The nurse's role as a change agent within the health care system is examined. Concepts related to the role of the nurse as a leader including: leadership styles, organizational theories, management and supervision, work groups, power, authority, delegation, accountability, responsibility, nursing standards, nursing audit, and peer review are studied.

410. NURSING RESEARCH. (5-0-5) W, S

Prerequisite: Statistics. Study of nursing research, interpretation of findings, critique of scientific literature, and utilization of findings to expand nursing science. Foundations upon which scientific investigations in the health care system are based and their applications to nursing practice are explored.

452. COMMUNITY HEALTH NURSING. (6-12-10) F, S

Prerequisites: Completion of Level III courses. Study and application of concepts and theories relative to improving the level of health in the community. The course reflects a holistic approach to the promotion and maintenance of health and prevention in disease. Specific diseases or conditions which are health problems in the community are analyzed.

462. PROFESSIONAL TRENDS AND ISSUES. (5-0-5) W, S

Prerequisite: NUR 322. This course is designed to provide the professional nursing student with a forum in which to examine trends and issues in nursing and the interdisciplinary health care system which have influenced, are influencing and are being influenced by the world's present and future social, economic, philosophic, educational, political, legal, ethical, and moral realities, interests and welfare. Through the modality of debate, students operationalize professional nursing roles by formally discussing their beliefs about selected issues in a reasoned, articulate manner.

48E. DIRECTED INDIVIDUAL STUDY. (2-0-5) F, W, S, Su

Prerequisites: Level III courses, NUR 400, NUR 410. Prior or concurrent enrollment in NUR 452 and NUR 462, and approval of department chairperson. Guided in-depth study and practice in the nursing care of a selected group of patients in either primary, secondary, or tertiary care settings. Content and clinical learning experiences are designed collaboratively by students, faculty, and preceptors based on students' past experiences, learning needs, and career goals.

PHILOSOPHY AND RELIGION

JOHN E. SALLSTROM, CHAIRMAN

Professor: Sallstrom.

The aim of the Department of Philosophy and Religion is to help each student develop his own philosophy of life by giving him an opportunity to wrestle with the central issues of philosophy in dialogue with great thinkers of the past and present.

The department also offers introductory Bible courses and a course in comparative religion surveying rivals to traditional western thought.

Philosophy 200 is recommended but not required for the advanced philosophy courses. No course has any prerequisites:

PHILOSOPHY (PHI)

200. INTRODUCTION TO PHILOSOPHY. (5-0-5) F, W, S, Su (Area I)

A first study of the major themes and issues of philosophy.

250. INTRODUCTION TO LOGIC. (5-0-5) (Area I)

A study of the requirements of clear thinking in all areas of human experience.

290, 291, 292H. HONORS SEMINAR. (Var.) 2 hrs. credit each F, W, S

Prerequisites: Admission to the College Honors Program and Sophomore Classification. A general interdepartmental seminar.

320. ANCIENT PHILOSOPHY. (5-0-5)

Greek thought from the pre-Socratics to the late classical period, with special emphasis on the philosophies of Plato and Aristotle.

321. MEDIEVAL PHILOSOPHY. (5-0-5)

Western thought from the beginning of Christian philosophy to the late nominalists, with special consideration of Augustine and Aquinas.

322. MODERN PHILOSOPHY. (5-0-5)

Philosophy from the Renaissance and Reformation to the beginning of the nineteenth century, especially the period from Descartes to Hume.

410. ETHICS. (5-0-5)

Major theories of morality in relation to contemporary individual and social problems.

411. AESTHETICS. (5-0-5)

Theories of aesthetic experience and art, with special consideration of the problems of evaluation.

412. PHILOSOPHY OF RELIGION. (5-0-5)

Philosophical issues in religion.

424. AMERICAN PHILOSOPHY. (5-0-5)

American thought from early New England philosophy to the present.

433. CONTEMPORARY PHILOSOPHY. (5-0-5)

Recent thought from German idealism to the present, with special attention to twentieth-century trends in linguistic analysis and existentialism.

488-E. INDEPENDENT STUDY. (Var.)

Advanced study in the thought of a particular philosopher or a particular philosophical problem. Open to students with the approval of the department chairman. Credit: two to five hours.

RELIGION (REL)

310. INTRODUCTION TO THE OLD TESTAMENT. (5-0-5)

Literature, history, and theology of the Old Testament, with an effort to examine its significance in its own day and in ours.

311. INTRODUCTION TO THE NEW TESTAMENT. (5-0-5)

A literary, historical, and theological consideration of the New Testament books in relation to the mission of Jesus and its significance as seen by the early Church.

405. COMPARATIVE RELIGION. (5-0-5)

Major world religions including Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and some modern "religions" such as Humanism, Nationalism, and Communism.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (CRIMINAL JUSTICE ADMINISTRATION)

LARRY ELOWITZ, CHAIRMAN

Honorary Professor: Carl Vinson, Former U.S. Congressman. Professors: Hemphill, Moore.
Associate Professors: Elowitz, Mabie. Assistant Professors: Digby, Schwartz.

CAREER PROGRAMS

The Department of Political Science and Public Administration offers programs for people interested in careers in government administration and policy making, criminal justice and law enforcement, foreign service, law, and teacher education. Students obtain their preparation from a selection of two undergraduate and two graduate degree programs.

The Bachelor of Arts degree program is designed primarily for those students who want a general education at the undergraduate level as preparation for law school, graduate school in International Relations, or teacher education at the secondary school level. The Bachelor of Science degree program is designed primarily for those students who want careers in government administration and policy making, criminal justice and law enforcement, and to attend graduate school in Political Science or Public Administration.

The Master of Science in Administration degree provides a sophisticated preparation in management skills, personnel techniques, and public policy making for professional careers in the administration of government. The Master of Education and Specialist in Education degree programs provide fifth and sixth year certification to teachers who wish to have a content concentration in political science.

Persons who wish more information or counseling are invited to correspond with the chairman of the department. Official catalogs can be obtained from the college registrar for undergraduate programs and the Director of Graduate Studies for graduate degrees. Applications for admission may be obtained from the office supplying the catalog.

CAREER INFORMATION

In 1979 many students graduating with Bachelor's degrees in Political Science or Public Administration entered law school or graduate school in those fields. Of those graduates who entered the job market immediately after graduation, survey results conducted of the 1978-79 graduates of the department's Public Administration Master's Degree Program revealed a mean annual salary of \$21,000. All responding graduates were employed by public sector agencies and a majority of these were employed by the federal government. All rated the Public Administration program at Georgia College as either good or excellent.

STUDENT PROGRAMS

ADVISEMENT

Each student majoring in programs offered by the department has a faculty member in the department for an adviser. The faculty adviser assists the student in all matters related to the academic program and career counseling.

PRE-LAW

Students planning to enter law school are advised by the faculty in the Department of Political Science and Public Administration. The department has been designated by the Law School Admission Council to receive the information and handbooks they distribute for pre-law advisement. The department offers courses considered preparatory to a legal education.

INTERNSHIPS

Students are encouraged to participate in one of the many internships offered through the department. Interns receive a maximum of one quarter's course credits for working on an assigned project in a state, local, or federal government agency. Other internships are available in the state legislature and in Congress. Internships allow the student to relate classroom work with his desired career setting. Internships are planned to help the student make a smooth transition from school life into a career environment.

STUDENT ASSOCIATION

Students majoring in political science or public administration are encouraged to participate in the planning of departmental activities and programs. Faculty and students work together on common projects. Students have an opportunity anonymously to evaluate their courses and instructors.

STUDENT LABORATORY

The department operates a statistical and computer laboratory for students to learn how to work with quantitative data. Students are encouraged to develop analytical skills and to achieve professional competence in the discipline. Student research in their courses is related to the important problems and goals facing the contemporary American and world political systems.

NASPAA MEMBER

The department is a member of the National Association of Schools of Public Affairs and Administration (NASPAA) and its program is recognized by the organization.

CARL VINSON PROFESSORSHIP AND ENDOWED CHAIR

The department contains the Carl Vinson Professorship, which is an endowed chair in Political Science and Public Administration. The holder of the professorship is a nationally recognized authority in public service career preparations. The chair is endowed through the Georgia College Foundation. The chair was established to honor former Congressman Carl Vinson of Milledgeville, who served in the United States House of Representatives for fifty years, longer than any other member. Congressman Vinson was Chairman of the House Naval Affairs and Armed Services Committees. The Carl Vinson Professorship enables students to have ready access to the best instruction and career preparation for government service.

DEGREE PROGRAMS

The Department of Political Science and Public Administration offers instruction leading to the following degrees:

1. The Bachelor of Arts degree with a major in Political Science or Public Administration.
2. The Bachelor of Science degree with a major in Political Science or Public Administration.
3. The Bachelor of Science degree with an upper division minor in Criminal Justice Administration.
4. The Master of Science in Administration degree with a major in Public Administration.
5. The department offers courses which fulfill the Social Studies subject area certification requirements for the Master of Education and Specialist in Education degree programs of the School of Education.

A detailed description of the graduate programs offered by the department may be found in the Graduate Catalog, published separately.

DEGREE REQUIREMENTS

1. The Bachelor of Arts degree in Political Science or Public Administration consists of forty quarter hours of Political Science or Public Administration courses above Political Science 101, distributed as follows:

- (a) Political Science 300.
- (b) Either Political Science 201 or 301.
- (c) Either Political Science 210 or Public Administration 341.
- (d) Five additional courses in Political Science or Public Administration, which may include two courses not taken in (b) and (c) above. Public Administration majors must take Public Administration 341 and four of the courses in the Public Administration course description that follows.

One 300 or 400 level course in History or Geography may be substituted for one course under category (d) above.

2. The Bachelor of Science degree in Political Science or Public Administration consists of forty quarter hours of Political Science or Public Administration courses above Political Science 101, distributed as follows:

- (a) Political Science 300.
- (b) Political Science 201 or 301.
- (c) Political Science 210 or Public Administration 341.
- (d) Five additional courses in Political Science or Public Administration which may include two courses not taken in (b) and (c) above. Public Administration majors must take 341 and four of the courses in the Public Administration course description that follows.

In consultation with his or her adviser, the student must also fulfill quantitative course requirements in order to obtain a Bachelor of Science degree in Political Science or Public Administration.

For certification to teach Political Science in secondary school, majors must also complete two related courses, one from each of two additional social science fields: (1)

history, (2) geography, (3) economics, and (4) behavioral science (sociology, anthropology, psychology). The courses must be beyond or outside of general education requirements.

Professional education courses must be planned with the School of Education. Students planning to be certified to teach political science in secondary schools should satisfy the general education program listed below under Area IV, Education.

Political Science majors planning to attend graduate school should take the Graduate Record Examination or the National Teacher Examination, as appropriate, in the spring of the junior year or the fall of the senior year. Students planning to attend Law School should consult with the chairman of the Department of Political Science and Public Administration to plan their pre-law program.

3. Majors must make at least a "C" grade in each political science or public administration course that counts toward their degree.

THE MINOR IN POLITICAL SCIENCE-PUBLIC ADMINISTRATION

Students majoring in other disciplines may minor in Political Science or Public Administration by completing twenty quarter hours in either area above Political Science 101 (at least ten at the 300 or 400 level), as follows:

1. Political Science 300.
2. Additional courses in Political Science or Public Administration to complete twenty quarter hours.

THE MINOR IN URBAN STUDIES

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

AREA IV. GENERAL EDUCATION PROGRAMS FOR PS/PA MAJORS

All students regardless of major must satisfy the three areas of the general education core curriculum described in the division of the catalog entitled Degree Programs in the section entitled General Education Program. In addition, students must also satisfy the Area IV described for their majors. The Area IV programs for political science and public administration majors are described below according to the degree the student pursues. Students planning a Bachelor of Arts degree need twenty hours in a single foreign language including the ten hours listed in Area IV below.

Area IV: Bachelor of Arts Degree

Courses	Hours
For. Lang.	10
Choices from the following:	20
POS 200, 201, 210, 290 H	
HIS 201, 202	
CSC 201	
ECO 271, 272	
SOC 101	
PSY 201	
GEO 200	
ANT 120	

Area IV: Bachelor of Science Degree

Courses	Hours
BUA 251, 252	0-10
CSC 201	5
Choices from the following:	15-25
POS 200, 201, 210, 290H	
HIS 201, 202	
GEO 200	
ANT 120	
SOC 101	
PSY 201	
ECO 271, 272	

Area IV: Political Science-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 100, ART 103 or SPE 101	5
15 hours selected from:	15
POS 200 POS 210	
POS 201 POS 290H	

CRIMINAL JUSTICE ADMINISTRATION

Criminal Justice Administration involves the departments of Political Science and Public Administration, Psychology, Sociology, and History in a joint program of study. Coordination of the program and its substantive emphasis falls within the Department of Political Science and Public Administration. Persons who have completed a two-year degree or certificate program are eligible to apply. In addition, those individuals with no background in criminal justice may also be admitted to the program with the permission of their criminal justice adviser and the POS/PUA Chairman. Students wishing to pursue studies in this field should follow the requirements outlined below.

PREREQUISITES FOR ADMISSION

1. A two-year degree or certificate in Criminal Justice from an accredited institution or expressed interest and presumed ability to fulfill the Program's requirements.
2. Not be on academic or social probation at college of current enrollment.
3. Not be under indictment or conviction of any United States or Georgia laws that would prohibit employment in a Criminal Justice agency.

GENERAL EDUCATION REQUIREMENTS

1. Satisfactory completion of core curriculum, or equivalent, at an accredited college (including Physical Education).

Total 96 hours

2. Required courses, if not taken in core curriculum:
 - (a) First course in Psychology (PSY 201)
 - (b) First course in Sociology (SOC 101)
 - (c) First course in American Government (POS 101)

Total 15 hours

REQUIRED COURSES IN CRIMINAL JUSTICE ADMINISTRATION

- CRJ. 301. Corrections Organization and Administration
- CRJ. 311. Correctional Treatment and Counseling
- CRJ. 401. Criminal Investigation
- CRJ. 411. Criminal Behavior
- CRJ. 421. Police-Community Relations
- CRJ. 431. Criminal Justice Planning
- CRJ. 39A-E. Special Topics in Criminal Justice Administration
- CRJ. 48A-E. Independent Study (Var.)
- CRJ. 49B-Q. Internship for Pre-Service Majors (Var.)

Total 25-55 hours

JOINT PROGRAM RECOMMENDED ELECTIVES

- PSY. 432. Adolescent Psychology
- PSY. 448. Abnormal Psychology
- PSY. 463. Theories of Personality
- SOC. 205. Social Problems
- SOC. 444. Race and Ethnic Relations
- SOC. 474. Sociology of Deviant Behavior
- SWE. 200. Introduction to Social Welfare
- POS. 201. State Government
- POS. 301. Urban Government
- POS. 315. Judicial Process
- POS. 405. Constitutional Liberties
- PUA. 341. Principles of Public Administration
- PUA. 441. Government Organization and Administration
- PUA. 458. Public Personnel Administration
- PUA. 468. Administrative Law
- PUA. 471. Urban and Regional Planning
- PUA. 480. Public Finance
- HIS. 443. American Society and Life Since 1850

(Total Varies)

GRADUATION REQUIREMENTS

1. Completion of a minimum of 186 quarter hours. (Including transfer credits.)
2. Have at least 2.00 academic average at Georgia College.
3. Pass Regents' English Examination.
4. Take Senior Comprehensive Examination in Criminal Justice during last quarter of enrollment.
5. Complete Criminal Justice curriculum described above.
6. Secure forms from Registrar's Office and apply for graduation by deadline in college calendar in front of this catalog.

CRIMINAL JUSTICE ELECTIVES

Students majoring in other disciplines may select courses from Criminal Justice 301, 311, 401, 411, 421, and 431 in order to strengthen their knowledge in this field while enriching their total college experience.

ACADEMIC ADVISEMENT

Upon admission into the Criminal Justice program students are assigned a faculty adviser. The student should consult the faculty adviser relative to all matters regarding their academic program.

FINANCIAL ASSISTANCE

Inquiries concerning financial assistance should be addressed to Coordinator, Financial Assistance Programs, Georgia College, Milledgeville, Georgia 31061.

FURTHER INFORMATION

Inquiries concerning admission to the College should be sent to the Director of Admissions. Inquiries concerning the nature of the program and the availability of courses should be sent to the Department of Political Science and Public Administration, Georgia College, Milledgeville, Georgia 31061 or call (912) 453-4562.

CRIMINAL JUSTICE ADMINISTRATION (CRJ)

301. CORRECTIONS ORGANIZATION AND ADMINISTRATION. (5-0-5)

Advanced study of the organization and administration of correctional institutions and ancillary activities.

311. CORRECTIONAL TREATMENT AND COUNSELING. (5-0-5)

Specific case studies and applied techniques for treating and counseling individuals in a correctional institution.

39A-E. SPECIAL TOPICS IN CRIMINAL JUSTICE ADMINISTRATION. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from: Elements of Criminal Justice Administration, Problems in Criminal Justice Administration, Judicial Intervention, and other relevant themes.

401. CRIMINAL INVESTIGATION. (5-0-5)

Criminal investigation procedures, case preparation, specific techniques for selected offenses, questioning suspects and witnesses, and problems in criminal investigation

411. CRIMINAL BEHAVIOR. (5-0-5)

Causes and preventions of criminal behavior, with emphasis on criminal behavior responses and methods of treatment and evaluation.

421. POLICE-COMMUNITY RELATIONS. (5-0-5)

Human relations aspects of functioning law enforcement agencies with attention to minority groups, social change, community tension, police image and public cooperation.

431. CRIMINAL JUSTICE PLANNING. (5-0-5)

Function and approach to planning as a problem-solving device and role of long-range planning as an aid to effective law enforcement.

48A-E. INDEPENDENT STUDY. (Var. 1-5)

Investigation of a topic of special interest, with reports to instructor. Prior approval of department chairperson is required.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade).

POLITICAL SCIENCE (POS)

101. THE AMERICAN POLITICAL SYSTEM. (5-0-5) F, W, S, Su (Area III)

A general survey of political science concentrating on the political process through examination of the structures and functions of the American federal system. Prerequisite to all other courses in political science.

101H. THE AMERICAN POLITICAL SYSTEM. (5-0-5) S (Area III)

Prerequisite: Admission to the College Honors Program. Special honors section of Political Science 101. Substitutes for Political Science 101 in satisfying core curriculum and political science prerequisite requirements. Open only to freshmen and sophomores who have been admitted to College Honors Program.

200. INTRODUCTION TO POLITICAL SCIENCE. (5-0-5)

A study of the development and scope of the political science discipline and its methods of research and presentation.

201. THE POLITICAL SYSTEM OF THE AMERICAN STATES. (5-0-5)

A study of the structures, functions, and problems of contemporary state governments. The changing role of the states is examined in relation to their subunits and their intergovernmental relationships with other states and the federal government.

210. INTERNATIONAL POLITICS AND ORGANIZATIONS. (5-0-5)

A study of the international system of nation-states, including examination of regional alliances and the United Nations. Areas of international conflict and cooperation will also be emphasized.

290, 291, 292H. HONORS SEMINAR. (2-0-2, each qtr.)

Prerequisites: Sophomore or higher standing and admission to College Honors Program. A general interdisciplinary seminar.

300. POLITICAL BEHAVIOR. (5-0-5)

Required of all majors. A study of the empirical methods of analyzing political behavior. Quantitative methods for describing, explaining and predicting political behavior are emphasized. The scope and career applications of the discipline are examined. Laboratory work and field experiences are utilized.

301. URBAN GOVERNMENT AND ADMINISTRATION. (5-0-5)

A study of political structures, processes and trends in American urban life. Attention is given to regionalism, planning, and the historical, social and economic factors which shape political issues and governmental response in the metropolis.

305. THE AMERICAN PARTY SYSTEM AND THE POLITICAL PROCESSES. (5-0-5)

A study of the origins, development and contemporary roles, structures, and problems of parties. The recruitment of candidates and the conduct of campaigns and elections is examined within the framework of the American political system.

310. COMPARATIVE EUROPEAN POLITICAL SYSTEMS. (5-0-5)

A study of the political systems of the major European countries. The structures, party systems, and performance of the government of Great Britain, France, West Germany, Italy, and the Soviet Union are compared.

315. THE AMERICAN JUDICIAL SYSTEM. (5-0-5)

A study of the federal process concentrating on the role of the Supreme Court as the judicial policy-making institution in the American political system.

375. NATIONAL SECURITY POLICY. (5-0-5)

A study of contemporary American defense policy. Emphasis is placed on how and why national military policy is generated and its employment in international relationships.

39A-E. SPECIAL TOPICS IN POLITICAL SCIENCE. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Topics to be chosen from: Politics in the Soviet Union, Political Novel, Fundamentals of Law, Constitutional Law, Energy Politics and other relevant themes.

400. PUBLIC POLICY MAKING. (5-0-5)

A study of the institutions and process of policy making with special emphasis on the national executive branch and comparative state legislative policy outputs. Consideration is also given to public budgeting as an instrument of policy making.

405. THE AMERICAN SYSTEM OF CONSTITUTIONAL LIBERTIES. (5-0-5)

A study of the development and current application of political and civil rights and religious liberties in the American political system.

410. POLITICAL THEORY I. (5-0-5)

A study of political theory from Plato to Locke. The political views of the traditional theorists are studied, and their relevance to contemporary events is examined.

411. POLITICAL THEORY II. (5-0-5)

A study of political theory from Montesquieu to the present. A continuation of Political Science 410.

420. AMERICAN POLITICAL THEORY. (5-0-5)

A study of American political thought from the colonial era through the contemporary period.

438. MAN AND HIS ENVIRONMENT. (5-0-5)

(Same as History 438.)

450. LEGISLATIVE POLITICS AND BEHAVIOR. (5-0-5)

A study of the legislative process focusing on Congress. Relationships with the executive branch and with interest groups are emphasized. Special consideration is also given to the roles and functions of the legislative parties and the committee systems.

453. THE PRESIDENCY. (5-0-5)

A study of the presidential institution and the men who have occupied the Oval Office. Attention will be given to the topics of presidential roles, powers, politics, and policymaking.

455. CONTEMPORARY AMERICAN FOREIGN POLICY. (5-0-5)

A study of the development of American foreign policy during the twentieth century. Emphasis is placed upon America's emergence as a world power and her role of alliance leadership in the nuclear age.

460. PUBLIC OPINION. (5-0-5)

A study of the acquisition, distribution, and significance of political opinions held by the American public. Opinion sampling and opinion analysis are emphasized.

475. CONTEMPORARY INTERNATIONAL PROBLEMS. (5-0-5)

An examination of the most critical problems in world affairs, with emphasis on those areas which have the greatest potential for increasing the level of tension.

490. COMPARATIVE FOREIGN POLICY. (5-0-5)

A comparative examination of superpower and non-superpower foreign policies. Emphasis will be placed on analyzing those factors which may affect the foreign policy of any nation.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairman is required.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade)

PUBLIC ADMINISTRATION (PUA)

341. PRINCIPLES OF PUBLIC ADMINISTRATION. (5-0-5)

General principles of governmental administrative organizations, relationships, and controls in the United States are examined. Major topics covered are contemporary problems of public personnel policies, finance, and administrative law, and the growth of administrative legislation and adjudication.

441. GOVERNMENT ORGANIZATION AND ADMINISTRATION. (5-0-5)

A systematic analysis of governmental organization, management and administration. Emphasis is placed upon institutional, behavioral, and psychological factors of contemporary public bureaucracies.

458. PUBLIC PERSONNEL ADMINISTRATION. (5-0-5)

The human relations aspects of the procedures and problems of governmental personnel administration.

468. ADMINISTRATIVE LAW. (5-0-5)

The legal principles and practical doctrines involved in public administration.

471. URBAN AND REGIONAL PLANNING. (5-0-5)

A study of the principles and practice of planning at the substate level. Special attention will be paid to such topics as land-use, transportation, and economic development planning. Political, legal, and social influences on the process and implementation of planning will also be emphasized.

480. PUBLIC FINANCE. (5-0-5)

A study of the public fiscal and budgetary decision-making institutions and operations. Sources of revenue, methods of expenditure, allocations of resources and their impact on the economy are given special emphasis.

48A-Q. INDEPENDENT STUDY. (Var. 1-15)

Investigation of a topic of special interest, with reports to the instructor. Prior approval by department chairperson required.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairperson. (S/U grade)

PSYCHOLOGY

WILLIAM W. NISH, CHAIRMAN

Professors: Nish, Wildman*. Associate Professor: Prewett. Assistant Professors: Cheek, Lin, McDaniel

The Department of Psychology offers instruction leading to the Bachelor of Arts or Bachelor of Science degree with a major in psychology and to the Master of Science degree in psychology. Information concerning graduate study in the department may be found in the Graduate School Catalog, published separately. Undergraduate courses in the department are designed for students who seek a sound background in the scientific study of man's behavior and experience.

Psychology Major: A major in psychology for either the Bachelor of Arts or the Bachelor of Science Degree consists of Psychology 201, 315, and 320, plus at least thirty additional hours in psychology selected in conference with the major adviser.

In addition, the Bachelor of Arts student must meet the Georgia College requirements for foreign languages, and the Bachelor of Science student must complete at least five hours of foreign language and at least ten hours of 200 level or above courses in mathematics or natural sciences. The five hours in foreign language must be in addition to any hours in foreign language used to satisfy the requirements of core curriculum area I, and the ten hours of 200 level or above courses in mathematics or natural sciences must be in addition to any hours in mathematics or natural sciences used to satisfy the requirements of core curriculum area II.

No more than a total of ten hours of independent study and internship may be used toward the thirty additional hours in psychology required for the major.

Psychology Minor: A minor in psychology consists of Psychology 201, 315 or 456, and at least fifteen additional hours in psychology, ten of which must be upper division.

No more than a total of five hours of independent study and internship may be used toward the fifteen additional hours in psychology required for the minor.

Psychology Services Program: A psychological services concentration may be taken along with the regular psychology major by completing a prescribed sequence of courses. The psychological services program is designed to prepare students with a Bachelor's Degree in Psychology to work under supervision in such settings as mental health clinics, counseling centers, state institutions, testing centers, correctional programs, rehabilitation offices, and personnel programs. In addition to the courses required of all psychology majors, the program includes Psychology 448, 456, 457, 487, 488, at least ten hours of Psychology 49E-Q, and two courses chosen from Psychology 210, 430, and 463.

Behavioral Science Teacher Program: Students who wish to work toward certification to teach behavioral sciences in secondary schools may do so by majoring in psychology, completing supporting work from sociology and other social sciences, and taking a sequence of professional education courses. Specific courses required by state certification requirements must be planned with the psychology major adviser and with an adviser assigned by the School of Education.

*Part-time

CAREER INFORMATION

The Psychology Services Program, described above, is designed to increase the student's opportunities for employment in psychology at the Bachelor's Degree level. It has been our experience that students who complete the program have been more likely to obtain jobs in the work settings described in the paragraph above than are students who have not completed the program. The majority of students who have finished this program have been employed by an agency of the Georgia Department of Human Resources. Depending upon the state and agency involved, the job might be described as a Psychology Technician, Behavior Specialist, Human Services Worker, Case Worker, Psychiatric Aide, Psychologist's Assistant, Clinical Services Worker, or Mental Health Technician. The starting salary varies between approximately \$9,000 and \$11,000.

The Behavioral Science Teacher Program, described above, is a program designed to lead to certification to teach behavioral sciences, and especially psychology, in the secondary schools. While the teaching of psychology in secondary schools is expanding, students should be aware that the job market for behavioral science teachers in Georgia high schools is somewhat limited at present. Therefore, only students who are seriously interested in combining their undergraduate training in psychology with some aspect of education, such as counseling and guidance, psychometrics, school psychology, or teaching, should consider this program. Starting salaries vary with location, but would be in the neighborhood of \$9,500 — \$10,500.

A Bachelor of Arts or a Bachelor of Science Degree in Psychology is a rather general degree which can lead to a wide variety of career opportunities. The student who is interested in working within the field of psychology and who has the ability, motivation, and resources to continue his studies, would do well to enroll for the more specialized training of graduate work in psychology. Students with a Bachelor's Degree in Psychology have been employed in a great diversity of jobs such as case workers in social welfare agencies and programs, youth or adult workers in such agencies as the YMCA or Scouts, vocational counselors, law enforcement agents, rehabilitative counselors, research and development program assistants, public relations workers, personnel program workers, business/management trainees, advertising and consumer workers, supervisors in child care agencies, court service workers, research assistants, correctional agency counselors, in crisis centers, counselors in programs for the aged, test development assistants, fund raisers, alcohol and drug program counselors, workers in centers for the retarded and developmentally disabled, assistants in mental health centers, narcotics agents, and a variety of government program jobs, especially with the Veterans Administration, the Public Health Service, and the Department of Defense. There is a great deal of variability in the starting salaries of these jobs, depending upon employer and location, with a range of from \$9,000 to \$13,500, and a median salary of about \$10,500.

The American Psychological Association publishes a pamphlet which goes into detail concerning job opportunities available to those trained in psychology at various education levels and salary ranges. A single copy will be sent free to any student who requests "Careers in Psychology" from American Psychological Association, Publication Sales Department, 1200 17th Street, N.W., Washington, D.C. 20036.

Area IV: Psychology

Courses	Hours
PSY 201	5
25 hours selected from:	
PHI 200, 250; FRE or SPA 101, 102, 211, 212, 221	
MAT 101, 102, 111, 223, 240;	
BIO 123, 124, 125	
CHE 101, 102, 103, 130, 231, 280	
PHY 101, 102, 150, 201, 202, 203	
SOC 101, 205; SWE 200; ANT 120	
PSY 210, 250, 290, 291, 292H	
AST 101; CSC 201	
ENS 200, 210; SPE 101, 208	
ZOO 124, 210, 211	

Area IV: Psychology-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, ART 103 or SPE 101	5
15 hours selected from:	15
PSY 201, 210, 250	
SOC 101	

PSYCHOLOGY (PSY)

210. APPLIED PSYCHOLOGY. (5-0-5) F, S

Prerequisite: Psychology 201. The uses of psychological principles and research in such fields as personnel work, business and industry, consumer behavior, clinical and counseling work, education, medicine, and law.

250. PERSONALITY AND ADJUSTMENT. (5-0-5) F, S

Prerequisite: None. An introduction to personality development and adjustment problems.

290, 291, 292H. HONORS SEMINAR. (2-0-2) F, W, S

Prerequisite: Sophomore standing and admission to Honors Program. A general interdepartmental seminar.

315. STATISTICS. (5-0-5) F, W, S

Prerequisite: Mathematics 101 or permission of instructor. An introduction to the basic descriptive and inferential statistical methods used in the behavioral sciences.

320. EXPERIMENTAL PSYCHOLOGY. (3-4-5) F, S

Prerequisites: Psychology 201 and 315. The principles and methods of experimental psychology, with laboratory investigations of topics such as sensation, perception, and learning.

323. CHILD PSYCHOLOGY. (5-0-5) F

Prerequisite: Psychology 201. The physiological, intellectual, social, and emotional factors in child development.

351. SOCIAL PSYCHOLOGY. (5-0-5) F, S

Prerequisite: Psychology 201. The origin and development of psychological aspects of social behavior in man.

374. COMPARATIVE ANIMAL BEHAVIOR. (3-4-5)

(Same as Zoology 351)

430. INTRODUCTION TO CLINICAL PSYCHOLOGY. (5-0-5) W

Prerequisites: Psychology 201 and 448 or permission of instructor. The history and trends of clinical psychology's role in the delivery of mental health services, including its relationship with other helping professions, ethical considerations, a survey of common therapy procedures, possible roles and responsibilities of clinical psychologists, and organization and administration of psychological services.

432. ADOLESCENT PSYCHOLOGY. (5-0-5) Su

Prerequisite: Psychology 201. A consideration of basic studies dealing with adolescence, with emphasis on developmental tasks and problems.

448. ABNORMAL PSYCHOLOGY. (5-0-5) W, Su

Prerequisite: Psychology 201. Study of causative factors in the development of all types of psychological maladjustment, and of diagnostic and treatment techniques.

451. GROUP DYNAMICS. (5-0-5) Su

Prerequisite: None. The theory and application of the psychology of a wide range of diverse groups, from task groups to sensitivity groups. Experience with personal functioning and becoming an effective change agent in the small group setting is given.

455. HISTORY AND SYSTEMS OF PSYCHOLOGY. (5-0-5) F

Prerequisite: Psychology 201. Historical analysis of the schools of thought in psychology such as structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis.

456. TESTS AND MEASUREMENTS. (5-0-5) W, Su

Prerequisite: Psychology 201. Recommended prerequisite: Psychology 315. The construction, use, and interpretation of psychological tests, and an evaluative survey of available tests.

457. TESTING PRACTICUM. (5-0-5) S

Prerequisite: Psychology 456. The administration, scoring, interpretation, and reporting of psychological tests, with emphasis on individual intelligence tests.

460. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. (5-0-5) W

Prerequisite: Psychology 201 or permission of instructor. An examination of the relationship between the internal environment of organisms, including humans, and such classes of behavior as eating and drinking, reproduction, aggression, emotion, learning, memory, etc.

463. THEORIES OF PERSONALITY. (5-0-5) F

Prerequisite: Psychology 201. The historical development of the study of personality, the methods of studying personality, and major theories of personality.

470. COGNITIVE PSYCHOLOGY. (5-0-5) S

Prerequisite: Psychology 201. A critical examination of recent work in the areas of perception, memory, imagination, thinking, and communication.

475. SEMINAR. (5-0-5) W

Prerequisite: Fifteen hours in psychology. Intensive study of selected topics in psychology. Student reports and discussion will be used, and an emphasis will be placed upon the relationships of research and theory.

48B-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Prerequisites: Status as junior or senior psychology major and permission of department chairman. Individually arranged advanced study in a special area of psychology. Arrangements must be completed with the supervising faculty member and approved by the department chairman by the last day of classes of the quarter immediately preceding the quarter of the independent study. Credit two to five hours.

487. PSYCHOLOGY OF LEARNING, MEMORY, AND MOTIVATION. (5-0-5) F

Prerequisite: Psychology 201. An introduction to the concepts of learning as reflected in the systematic positions of the major learning theorists and to the results of research in the field of learning and motivation.

488. BEHAVIOR MODIFICATION. (5-0-5) W

Prerequisite: Psychology 487. The application of learning theory and research to such areas as childhood learning and discipline, communication, attitude change, social interaction, and especially clinical behavior modification.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var.) F, W, S, Su

Prerequisite: Status as junior or senior psychology major, completion of at least fifteen hours of course work in the Georgia College Psychology Department (at least ten of which must be upper division), and permission of Department Coordinator of Off-Campus Education. An individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Application must be made to the Department Coordinator of Off-Campus Education by the last day to drop a class without academic penalty in the quarter immediately preceding the quarter of the internship. Credit, five to fifteen hours. (S/U grade)

SOCIOLOGY

DOROTHY E. PITMAN, CHAIRMAN

Professor: Pitman. Assistant Professors: Byram, Mathews. Instructor: Karatela.

The Sociology Department supports the over-all purposes of the College by introducing the student to the intricacies of human society, by providing a broad understanding of human social behavior for those entering a variety of service professions, and by preparing students for graduate study in areas where these understandings are essential. In an era of specialization, the department offers the student an opportunity to see a comprehensive picture of society by an examination of its component parts.

The department houses two academic disciplines: Sociology and Anthropology, and two professional disciplines: Social Welfare and Social Administration. The undergraduate degrees offered are the Bachelor of Science and Bachelor of Arts in Sociology. Within these degree programs, the student may also include the Behavioral Sciences Teacher Education Program and/or the concentration in Social Welfare. The Behavioral Sciences Teacher Education program has as its purpose the preparation of teachers qualified for teaching the Behavioral Sciences in the secondary schools. The concentration in Social Welfare is designed to provide knowledge and skills competency for persons working as baccalaureate-level employees in a variety of social service agencies.

Sociology Major

A departmental major for the Bachelor of Arts or Bachelor of Science degree includes Sociology 315, 352, 442, 450 and other courses in sociology and anthropology selected in conference with the major adviser. A minimum of forty hours above the 101 level is required for a major. Sociology 101 is prerequisite to all sociology courses at the 200 or higher levels.

Sociology Minor

A departmental minor includes Sociology 315, 352 and a minimum of two additional upper division courses approved by the department chairman.

Women's Studies Minor

Students majoring in English, history, music, sociology or other disciplines may minor in Women's Studies by completing 25 quarter hours as follows:

1. English 325, History 370, Music 301, Sociology 372
2. One course selected from the following: English 444, History 413, History 443, Sociology 426 or Sociology 428.

For more information on the minor, students should contact the coordinators, Drs. Armstrong and Begemann in the Department of History.

Urban Studies Minor

Students majoring in history, political science, public administration, sociology, or other disciplines may minor in Urban Studies by completing twenty quarter hours as follows:

1. History 440, Political Science 301, and Sociology 465.
2. One course selected from the following: History 202, Political Science 201, Public Administration 480, Sociology 310, and Sociology 444.

Professional Education. Students who desire to teach may plan a major in Sociology with other behavioral science courses to meet certification requirements for Social Studies: Behavioral Sciences. In addition, they must register with the School of Education. Information on certification requirements is available from the department chairman.

Sequence in Undergraduate Education for Social Welfare: The objectives of this sequence, which is taken over and above the courses in one's major area of study, are:

1. to contribute to the enrichment of general education by helping students know and understand welfare needs, services, and issues;
2. to prepare students for immediate employment in social welfare positions not requiring graduate social welfare education; and
3. to contribute to the preparation of students for graduate professional education.

Courses in the sequence include Social Welfare 200, 300, 400, 40A-Q. The sequence may be taken by students majoring in any department.

CAREER INFORMATION FOR SOCIOLOGY MAJORS

To work in positions designated as "sociologist," one must have an advanced degree in the field, either the M.A. or the Ph.D.

Students with undergraduate majors in Sociology may find employment in a wide variety of areas where a social science background is required or helpful. Such areas are as employees in social service agencies, including family and children services, social security, neighborhood centers, centers for the mentally and/or physically handicapped, mental and/or general hospitals, nursing homes, work with juveniles and adults in probation and in the correctional systems, vocational rehabilitation facilities, etc. Group work agencies also employ baccalaureate level workers. The salary in all the above positions is usually commensurate with entering baccalaureate levels on the State Merit System scale. Others enter the Peace Corps or are employed in the private sector in such areas as sales and personnel. Persons who will be ministers in their respective denominations find a sociology background helpful for their further study.

Students who receive teacher certification in the Behavioral Sciences enter the public school system at the beginning salary rates.

Many Georgia College students who have majored in Sociology over the past years have continued their study beyond the baccalaureate level. Fields selected for graduate study include Sociology, Social Work, Education, Social Administration, Speech Therapy, Library Science, Business Administration, Theology, Counseling, Urban Planning, and Law. Stipends are available through graduate schools for graduate study in some of these fields.

The American Sociological Association publishes two brochures, **CAREERS IN SOCIOLOGY** and **MAJORING IN SOCIOLOGY: A GUIDE FOR STUDENTS** that give information

about career possibilities open to the Sociology major. Copies of these brochures may be obtained from the department chairman or by writing The American Sociological Association 1722 N. Street, N.W., Washington, D. C. 20036.

Area IV: Sociology

Courses	Hours
Choices from the following: SOC 101, 205, ANT 120	5-15
Choices from the following: MAT 111, CSC 201, PHI 250, FRE or SPA 101, 102, 211, 212	5-15
Choices from the following: ECO 270, POS 201, 210 PSY 201, 210, GEO 200	5-15

Area IV: Sociology-Education

Courses	Hours
EFS 204	5
SOC 101 or PSY 201	5
MUS 102, ART 103 or SPE 101	5
SOC 101, 205, ANT 120, GEO 200	15

SOCIOLOGY (SOC)

101. INTRODUCTION TO SOCIOLOGY. (5-0-5) F, W, S, Su (Area III)

Designed for the general education program. Study of structures, processes, and functions of human society.

205. SOCIAL PROBLEMS. (5-0-5)

Pathological societal conditions with emphasis on causes, consequences, and corrective social action.

290, 291, 292H. HONORS SEMINAR. (Var.) F, W, S

Prerequisite: sophomore or higher standing and admission to college Honors program. A general interdepartmental seminar.

310. POPULATION. (5-0-5)

Composition of the population, its distribution in space, and changes in population size. Emphasis upon the three demographic variables—fertility, mortality, and migration—and their interrelationships to social structure.

312. SOCIAL GERONTOLOGY. (5-0-5)

Interdisciplinary approach to adult development and aging. Impact of aging upon individuals and societies; reaction of individuals and society to aging.

315. GENERAL STATISTICAL ANALYSIS. (5-0-5) F, W, S

(See Psychology 315.) Prerequisite: Mat 101.

352. SOCIOLOGY OF ORGANIZATIONS. (5-0-5)

Structure of social organizations with emphasis on large scale social organizations.

370. INDUSTRIAL SOCIOLOGY. (5-0-5)

Study of the sociology of occupations and the relationships that affect production in work groups.

372. SOCIOLOGY OF WOMEN. (5-0-5)

A course designed to explore the position of women in American society, and to assess the impact of woman's changing position.

39A-E. SPECIAL TOPICS IN SOCIOLOGY. (Var. 1-5)

Consideration of topics in which courses are not otherwise offered, but for which there is current need. Subject matter varies. Credit: two to five hours.

424. CRIMINOLOGY AND PENOLOGY. (5-0-5)

Causes of crime and juvenile delinquency, analysis of criminal behavior and offenses, theories of punishment, and study of penal institutions.

426. SOCIAL CHANGE. (5-0-5)

Nature, types, and causes of social change; technological and cultural factors underlying social change.

428. SOCIOLOGY OF THE FAMILY. (5-0-5)

Cross-cultural study of the family, both as a social group and a social institution.

430. SOCIOLOGY OF RELIGION. (5-0-5)

General principles concerning the relationship of religion to society. Religion as an aspect of group behavior; focus on the roles religion plays in furthering the survival of human groups.

432. SOCIOLOGY OF EDUCATION. (5-0-5)

The social institution of education from a sociological perspective. Structure, function, and process of education in mass society; role of education in cultural transmission.

442. METHODS OF RESEARCH IN SOCIAL RELATIONS. (5-0-5)

Prerequisite: Sociology 315, Psychology 315 or Mathematics 325. Processes of research on social relations; emphasis upon application of the scientific method to social data. A research project is required.

444. RACE AND ETHNIC RELATIONS. (5-0-5)

American racial and ethnic groups, including ethnic, cultural and social backgrounds, are studied. Causes and results of contemporary ethnic conflicts, ethnic problems of adjustment, and ethnic contributions to modern society.

450. CONTEMPORARY SOCIOLOGICAL THEORIES. (5-0-5)

Prerequisite: Sociology 352. Major theoretical orientations in sociology. Emphasis upon those theorists, American and European, whose works currently underlie various studies in sociology.

465. URBAN SOCIOLOGY. (5-0-5)

A study of spatial distribution and relationships of people in urban centers.

474. SOCIOLOGY OF DEVIANT BEHAVIOR. (5-0-5)

Study of individual and group behaviors which violate institutional expectations.

48A-E. INDEPENDENT STUDY. (Var.) F, W, S, Su

Open to seniors majoring in sociology. Reading and research under guidance of departmental faculty. Credit: one to five hours.

49E-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 5-15)

Individually designed and planned learning experience involving off-campus field experience and study in the public or private sector. Must be approved by the department chairperson. Credit: five to fifteen hours. (S/U grade)

ANTHROPOLOGY (ANT)

120. INTRODUCTION TO ANTHROPOLOGY. (5-0-5)

Fields of anthropology with attention to problems and method in each field. Focus on physical anthropology, archaeology, and pre-history.

452. CULTURAL ANTHROPOLOGY. (5-0-5)

Patterns of behavior growing out of group life, stressing backgrounds, diffusion, and interrelations of human cultures. Preliterate as well as national societies.

453. INDIANS OF THE AMERICAS. (5-0-5)

Prerequisite: Anthropology 452. Study of Indian tribes of prehistoric and contemporary North, Central, and South America.

454. CULTURES OF AFRICA. (5-0-5)

Prerequisite: Anthropology 452. Study of aboriginal peoples and tribes in Africa south of the Sahara.

455. CULTURES OF OCEANIA. (5-0-5)

Prerequisite: Anthropology 452. Study of contemporary cultures of Melanesia, Micronesia, and Polynesia.

SOCIAL WELFARE (SWE)

200. INTRODUCTION TO SOCIAL WELFARE. (5-0-5) F

Designed for students who look forward to social work as a possible career. Course examines social work and its relationship to the area of human services.

300. AMERICAN SOCIAL WELFARE. (5-0-5) F

Designed to develop an understanding of social welfare as an institution. Concerned with the history and philosophy of social welfare in American society and the social welfare requirements in today's society.

400. SOCIAL WORK METHODS. (5-0-5) W

Prerequisite: Soc. Welfare 200 and 300. Course designed to consider basic methods of social work; casework, group work, community organization, and administration. The generic approach to social work is emphasized.

40A-Q. FIELD EXPERIENCE IN SOCIAL WELFARE. (Var. 1-15) S

Prerequisite: Soc. Welfare 400. Students will spend one quarter in a social welfare agency, with weekly meetings with the faculty member responsible for the field experience.

SCHOOL OF BUSINESS

JOSEPH F. SPECHT, DEAN

PURPOSE

The School of Business at Georgia College has as its central aim the development of individuals with: communication skills, action orientation, judgment, leadership, imagination, initiative, practicality, and integrity.

The School of Business is well equipped to provide its students with preparation that will enable them to maintain employment in modern organizations and institutions. The faculty of the School is composed of professors who have exceptional educational backgrounds and practical business experience. An Advisory Cabinet of leading business executives serves as a close link between the faculty and the business community.

The student who enrolls in the School of Business is first provided with educational opportunities in the broad areas of arts and humanities, natural sciences, and the social sciences. During the junior and senior years there is an opportunity for in-depth understanding of the entire field of business.

BACHELOR OF BUSINESS ADMINISTRATION

The School of Business offers the Bachelor of Business Administration with majors in accounting, general business, management, logistics, marketing, art marketing,* and fashion marketing.** The Bachelor of Business Administration, if properly planned, may lead to the professional degree of Master of Business Administration with a minimum of additional time.

The Associate in Science Degree in Business Administration is designed as a terminal degree program. The courses required for this degree, however, will adapt to the Bachelor program should a student choose to continue in the full undergraduate curriculum.

Specific majors in Business Administration for the Bachelor of Science degree are Business Education and Office Administration. An Economics major may be taken under the Bachelor of Science or Bachelor of Arts degree program.

REQUIREMENTS FOR MINOR

A minor is offered in Business Information Systems. The student selects twenty hours from the following courses: BIS 300, BIS 310, BIS 320, BIS 330 and BIS 420. Approval for enrollment in these courses must be obtained through the Department of Management and Information Systems.

Students are encouraged to broaden their college experience and enhance their career opportunities by taking business courses as electives. Many governmental positions require one or two accounting courses beyond the principles courses.

*In cooperation with the Art Department

**In cooperation with the Home Economics Department

CAREER INFORMATION

Graduates in business at the graduate and undergraduate level continue to find employment to match academic qualifications in the areas of accounting, management, and marketing. Even though opportunities in the field of teaching appear to be lessening somewhat, historically and currently, Georgia College graduates in business teacher education have been and are sought by public school administrators.

GENERAL EDUCATION REQUIREMENTS

All students majoring in any program in the School of Business are strongly advised to complete their core requirements as early as possible and preferably during their freshman and sophomore years. See General Education program in the catalog section under degree program.

Some programs are more flexible in their requirements than others. Students should consult with their faculty advisers whenever choices and/or alternatives appear to be available.

COURSE REQUIREMENTS FOR SCHOOL PROGRAMS

Note: Economics 271 and Psychology 201 are listed as requirements in Area IV. A student may elect to take either of these courses in Area III, leaving an elective approved by their advisor in Area IV.* Both courses are required for the Bachelor's degrees in a major within the School of Business.

Area IV: Accounting, General Business, Economics, Management, Marketing, and Logistics

ACT 251, 252; ECO 271, 272; BIS 209; PSY 201 30 hours

Area IV: Art Marketing and Fashion Marketing

ACT 251, 252; ECO 270; BIS 209; ART 204, 205,** HCT 214, 224*** 30 hours

Area IV: Business Education and Office Administration

ACT 251, 252; BED 227, 228; ECO 270; BIS 209 30 hours

UPPER DIVISION REQUIRED CURRICULUM

The curricula objectives of the School of Business adhere to those of the American Assembly of Collegiate Schools of Business. All students are required to acquire a "common body of knowledge" concerning business. Toward this end, all students seeking a baccalaureate degree in the School are required to complete an upper division curriculum as follows, consisting of eight 5-hour courses:

FIN 300 Business Finance
 BUA 301 Introduction to Economic and Business Statistics
 LAW 307 Legal Environment in Business
 BED 327 Business Communications and Report Writing
 MGT 340 Principles of Management
 MKT 361 Principles of Marketing
 ECO 377 Money and Banking
 BUA 499 Business Policy

*Business Education and Office Administration should take ECO 270 in Area III

**ART 204, 205 are for Art Marketing majors only

***HCT 214, 224 are for Fashion Marketing majors only

GENERAL BUSINESS ADMINISTRATION

The General Business major will appeal to students who do not specialize, or who have interest in Law or other advanced areas at the master's level where a specialized major is developed.

CAREER INFORMATION

The major in general business will find employment at the entry level where the position requires knowledge of all fields, but without the special emphasis of the other particular special topics in Management, Marketing, Accounting, or Economics.

REQUIREMENTS FOR THE MAJOR

In addition to the general education core and the School of Business core, all students are required to take 30 hours composed of 10 hours in Accounting, Economics, Management or Marketing. The course of study must be approved by the faculty adviser.

BUSINESS ADMINISTRATION (BUA)

BUA 301. INTRODUCTION TO ECONOMIC AND BUSINESS STATISTICS. (5-0-5)

Prerequisite: Math 101. Fundamentals of theory and application of statistical methods. Data collection, usage, and analysis including hypothesis testing and inferential aspects.

BUA 302. ADVANCED STATISTICS. (5-0-5)

Prerequisite: BUA 301. A continuation of introduction to Economic and Business Statistics (BUA 301), including index numbers, time series and cyclical analysis, analysis of variance, and regression and correlation analysis.

BUA 44E. SPECIAL BUSINESS TOPICS. (5-0-5)

Prerequisites: Senior standing and permission of instructor. Special Business Topics to be offered each quarter and whose content is to be specified each quarter by announcement. Topics to be chosen from: Investments (Finance); Public Finance & Tax (Finance & Acct); Organization of Special Industries (Management); Supervisory Mgmt (Mgmt); Intermediate Micro (Eco); Intermediate Macro (Eco); Real Estate and Insurance (Finance); Advanced Cases in Finance (Finance), etc.

BUA 499. BUSINESS POLICY. (5-0-5)

A capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills.

ACCOUNTING & BUSINESS LAW

FOSTER GOFF, ACTING CHAIRMAN

Associate Professors: Mortensen, Rouk. Assistant Professor: Goff.

The Accounting & Business Law Program is concerned with the development of the full potential of the student as an individual as well as their educational and technical development. The program is planned with emphasis upon the technical knowledge necessary to enter the wide range of career opportunities and with emphasis on developing the student's ability to choose acceptable alternatives in any given situation. There is flexibility in the program to aid the student in career planning.

CAREER INFORMATION

A Bachelor of Business Administration degree with a major in Accounting prepares the student for graduate study in the area of accounting or is preparation to enter the areas of public, financial, cost, tax, governmental, managerial or social accounting.

REQUIREMENTS FOR MAJOR

In addition to the general education core, and the School of Business core, all students are required to take ACT 351, 352, 356, 451, 454; one of the following, ACT 354, 453, 455, or 457 and LAW 308; two electives chosen from upper division School of Business courses; and two electives chosen from courses outside the School of Business.

ACCOUNTING & BUSINESS LAW (ACT/LAW)

ACT 251. ACCOUNTING PRINCIPLES I. (5-0-5)

A study of the underlying principles of accounting, recognizing that accounting may properly serve as a language of communication concerning financial data of an enterprise. The theory of double-entry bookkeeping; accounting principles, procedures, and techniques, relating to professional, personal service, and merchandising firms; and a broad study of assets with emphasis on working capital.

ACT 252. ACCOUNTING PRINCIPLES II. (5-0-5)

Prerequisite: ACT 251. A continuation of Accounting Principles I emphasizing accounting concepts as an aid to management. Partnerships, corporation, and consolidation problems, cost accounting fundamentals; and analysis and interpretation of financial statements.

ACT 253. INTRODUCTION TO TAXATION. (5-0-5)

The course is designed to acquaint the student with the basic concepts of individual income taxation and other taxes pertinent to individual wealth and its transfer (gifts and estates). The effect of different forms of business ownership upon individual income tax liability will be analyzed. Open only to non-accounting students.

ACT 351. INTERMEDIATE ACCOUNTING I. (5-0-5)

Prerequisite: ACT 252. An advanced study of the theory, principles, and procedures of accounting. This includes the fundamental accounting process, financial statements, working capital items, valuation procedures, current liabilities, investments, plan and equipment acquisition and use.

ACT 352. INTERMEDIATE ACCOUNTING II. (5-0-5)

Prerequisite: ACT 351. A continuation of Intermediate Accounting I, providing depth and breadth of theory coverage. Major emphasis on accounting for intangibles, long-term debt, corporate capital, paid-in capital, retained earnings, analytical processes, and statements of changes in financial position.

ACT 354. MANAGERIAL ACCOUNTING. (5-0-5)

Prerequisite: ACT 252. Analysis of information provided by the accounting system with emphasis upon the special information needs of management. A study of the special reports that may be prepared and the related modifications in accounting techniques.

ACT 356. ADVANCED ACCOUNTING. (5-0-5)

Prerequisite: ACT 352. A more advanced study of accounting procedures with attention given to the more difficult and specialized phases that arise in partnerships, consignment and installment sales, large organizations, consolidation, estates and trusts and actuarial science.

ACT 451. COST ACCOUNTING. (5-0-5)

Prerequisite: ACT 351. Methods of accounting for the elements of production with emphasis on the development of cost information for costing, budgeting and control. The job order, process and standard cost systems are studied.

ACT 453. ACCOUNTING INFORMATION SYSTEMS. (5-0-5)

Prerequisites: BIS 209; ACT 352, 451. A study of the fundamentals of business data processing techniques and systems from the accountant's viewpoint. Problems created by the use of the computer and the benefits to be derived from the use of the computer will be presented.

ACT 454. PRINCIPLES OF TAXATION ACCOUNTING. (5-0-5)

Prerequisite: ACT 352. A study of the application of accounting principles to laws relating to taxation. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income for individuals.

ACT 455. TAXATION ACCOUNTING II. (5-0-5)

Prerequisite: ACT 454. A continuation of ACT 454. Emphasis is placed on the determination of income and legal deductions in order to determine taxable net income for partnerships, corporations, estates, trusts and other entities.

ACT 457. AUDITING. (5-0-5)

Prerequisite: ACT 352. A course in the theory and practice of professional and general auditing. The student will gain the basis for the expression of a general opinion regarding the conformity with accepted accounting procedure of statements prepared by a corporation or other forms of business. Auditing standards, internal control, government regulation, and formal report writing are other topics emphasized.

LAW 307. LEGAL ENVIRONMENT IN BUSINESS I. (5-0-5)

The general nature of law and courts; laws involved with agency and employment, negotiable instruments, personal contracts, property and bailments, and sales of goods. Junior standing required.

LAW 308. LEGAL ENVIRONMENT IN BUSINESS II. (5-0-5)

Prerequisite: BUA 307. Law involved with business organizations, real property, insurance, bankruptcy, estates and trusts, security devices, and government regulations.

ACT 49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving off-campus field experience and study in the private and public sector. Must be approved by the department chairman.

BUSINESS EDUCATION AND OFFICE ADMINISTRATION

DORIS D. ENGERRAND, CHAIRMAN

Professor: Engerrand. Associate Professors: Aldridge, A. Jones. Assistant Professor: Bloodworth.

The Program of Business Education and Office Administration is concerned with the business education major's development of professional leadership skills, and the knowledge and abilities to serve both educational and social agencies within the community. The Program is also concerned with the office administration major's development of the leadership skills and the professional and personal competencies necessary to succeed in office administration.

The Associate in Science Degree in Business Administration is designed as a terminal degree program. The courses required for this degree, however, will adapt to the Bachelor of Science program should a student choose to continue in the full undergraduate program.

CAREER INFORMATION

Historically and currently graduates with a major in business education at the graduate and undergraduate levels have been and are sought by public school administrators. These graduates are qualified to teach in the public schools of Georgia and in the area vocational technical schools. In addition, the Master of Education graduates are qualified to teach in colleges.

Graduates of the four-year office administration and the two-year associate degree programs are eagerly sought by employers. The graduates of the four-year program are qualified to become either executive, legal, or medical secretaries as well as administrative assistants. The two-year associate degree graduates are qualified to become secretaries.

REQUIREMENTS FOR MAJOR

Bachelor of Science Degree with a major in Business Education.* In addition to the general education core and the School of Business core, all students are required to take: Education — EFS 204, 395, 405; EEX 364, EFE 490, 493, BED 426**. Comprehensive Concentration — BED 320 or 228 or 329, 322, 323, 324, 328. Bookkeeping and Business Management Concentration — ACT 351, BED 328, 329. Data Processing and Accounting Concentration — ACT 351, BED 328, 329 or 420, BIS 300.

*ECO 270 Required in Area III

**Seven-hours credit

Bachelor of Science Degree or Bachelor of Arts* with a major in Office Administration.** In addition to the general education core and the School of Business core, all students are required to take: BED 324, 328, 329, 49B-Q. Students choose one of the following areas for concentration: (1) Executive Emphasis — (a) with shorthand: a shorthand sequence, BED 420, MGT 478 or 443, (b) without shorthand: LAW 308, MGT 478, MGT 443; (2) Legal Emphasis — a shorthand sequence, BED 326, LAW 308; (3) Medical Emphasis*** — a shorthand sequence, BED 326, BIO 210.

*For the Bachelor of Arts Degree, students must meet the Georgia College requirements for Modern Foreign Language.

**ECO 270 Required in Area III.

***Students following the Medical Emphasis should choose Biology 123 and 124 for the Natural Science sequence in the core and Chemistry 101 for the Natural Science non-sequence course.

Associate in Science Degree in Business Administration: General Education, ENG 101, 102; ECO 270; HIS 111; POS 101; 2 general education electives; 4 one-hour physical education courses; Business courses, BED 227, 228, 324, 327, 328, ACT 251, LAW 307, 1 business elective; Shorthand Sequence, BED 320, 322, 323; or Machine Shorthand Sequence, BED 421, 422, 423; or Data Processing Sequence, BIS 209, 300, BED 420.

BUSINESS EDUCATION & OFFICE ADMINISTRATION (BED)

BED 123. OFFICE PRACTICE. (2-0-2)

An acquaintanceship in the use of electronic and printing calculators and other modern office equipment.

BED 125. INTRODUCTION TO TYPEWRITING. (3-0-3)

The development of correct typewriting techniques and the application of typewriting skill to writing letters and term papers.

BED 226. SKILL-BUILDING AND REVIEW TYPEWRITING. (5-0-5)

An introduction to and a review of basic typewriting techniques.

BED 227. INTERMEDIATE TYPEWRITING. (5-0-5)

Prerequisite: BED 226 or typing speed of 40 wpm. Increased development of skill through speed building and job production activities. Filing is included in this course.

BED 228. TYPEWRITING OFFICE PRACTICE. (5-0-5)

Prerequisite: BED 227. Production typing of letters, manuscripts, tabulations, and business forms. Office etiquette, office duties and responsibilities are included.

BED 320. BEGINNING SHORTHAND. (5-0-5)

The theory of Gregg Shorthand is taught and sufficient practice to develop skill in taking dictation at a speed of 80 words a minute.

BED 322. INTERMEDIATE SHORTHAND. (5-0-5)

Prerequisite: BED 321. Speed building, new-matter dictation, and transcription. Sufficient practice is provided to develop skill in taking dictation at a speed of 100 words a minute.

BED 323. ADVANCED SHORTHAND AND TRANSCRIPTION. (5-0-5)

Prerequisite: BED 322. Rapid dictation and transcription are the major objectives. Emphasis is placed on mailable transcripts. Skill in taking dictation at a speed of 120 words a minute is developed.

BED 324. THE ADMINISTRATIVE SECRETARY. (5-0-5)

The need for high level skills is emphasized, but primary attention is given to the development of such qualities as initiative, judgment, and the ability to organize and plan work in order to meet deadlines. Every effort is made to offer a challenge and prepare the student to think through the problems that confront the Administrative Secretary.

BED 325. MEDICAL TRANSCRIPTION, VOCABULARY, AND DUTIES. (5-0-5)

Prerequisite: BED 323. Skill in medical transcription and vocabulary. A consideration of the work of a medical secretary.

BED 326. LEGAL TRANSCRIPTION, VOCABULARY AND DUTIES. (5-0-5)

Prerequisite: BED 323. Skill in legal transcription and vocabulary. A consideration of the work of a legal secretary.

BED 327. BUSINESS COMMUNICATION AND REPORT WRITING. (5-0-5)

Prerequisite: English 102. An analysis and application of the external and internal communications of people within the structure of the business organization. Junior standing required.

BED 328. OFFICE MACHINES. (5-0-5)

Prerequisite: BED 226. Introduction to the use of adding, calculating, dictating, and duplicating machines.

BED 329. WORD PROCESSING. (5-0-5)

Prerequisites: BED 227, 328. Theory and application of up-to-date methods of processing data.

BED 420. ADMINISTRATIVE SYSTEMS MANAGEMENT. (5-0-5)

The basic principles underlying the operation, organization, and control of business offices. Consideration of office practices, office building, equipment, office personnel, and office supervision.

BED 421. BEGINNING MACHINE SHORTHAND. (5-0-5)

A study of the theory and operation of the Stenograph Shorthand Machine. This course is designed to develop a knowledge of Stenograph's Computer-Compatible theory, machine dexterity, fluent reading, and the ability to take dictation between 60 and 80 wpm for three minutes with 95% accuracy.

BED 422. INTERMEDIATE MACHINE SHORTHAND. (5-0-5)

Prerequisite: BED 421. Development of vocabulary and skill building through concentrated emphasis on transcription of notes dictated at 80 to 100 wpm.

BED 423. ADVANCED MACHINE SHORTHAND. (5-0-5)

Prerequisite: BED 422. Development of the knowledge of machine shorthand theory to a mastery level through concentrated emphasis on dictation and transcription of notes dictated at 100 to 120 wpm.

BED 424. HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION. (5-0-5)

A study of the history and philosophy of vocational education as a background, followed by a thorough study of the provisions and implications of the Vocational Education Act of 1963 and 1976.

BED 426. METHODS OF TEACHING BUSINESS SUBJECTS. (7-2-7) F

Prerequisites: EFS 395, 405. Methods of teaching skill subjects as well as basic subjects. Motivation of students, lesson planning, evaluation, and techniques for presentation of subject matter emphasized. Current business textbooks and instructional aides are examined.

BED 427. TECHNICAL WRITING. (5-0-5)

Prerequisite: ENG 102. Beginning with methods of collecting and organizing data, the course is designed to give the student an understanding of the significance of technical report writing. It provides for the application of the principles of technical report writing, including writing style and graphic presentation.

BED 49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman.

ECONOMICS AND FINANCE

JO ANN JONES, CHAIRMAN

Professors: Bunting, Thornhill. Associate Professor: J. Jones. Assistant Professor: L. Franks.

The Economics Program exists for three main purposes. The first and primary purpose is to prepare students for positions in the various fields of economics or for further study in economics or business. A second purpose is to be a service program for students majoring in the business areas. The third purpose is to serve as a service program for disciplines other than business. The student has the opportunity to explore all areas of economics including both economic theory and institutional economics.

CAREER INFORMATION

The Bachelor of Arts degree in Economics is designed primarily for students preparing for further study in specialized fields of economics. The Bachelor of Science degree in Economics is designed primarily for students preparing for a job in the field of economics.

REQUIREMENTS*

In addition to the general education core and the School of Business core, all students are required to take: ECO 370, 444, 471, 472, 473, and 478 and two Economics Electives chosen from ECO 372/GEO 401, 373, 374, 49C-Q, BUA 302, PUA 480, HIS 341. In addition, 15 hours of free electives will be chosen with the adviser.

ECONOMICS & FINANCE (ECO/FIN)

ECO 270. INTRODUCTION TO ECONOMICS. (5-0-5) Area III

Prerequisite: None. A survey of economic concepts as they apply to national problems and to business behavior for general education purposes. The course places little stress on the mechanics of economic analysis. Recommended for non-business majors.

ECO 271. PRINCIPLES OF ECONOMICS I. (5-0-5) Area III

Prerequisite: None. An inquiry into macro-economics theory, analyzing the factors influencing the level of and changes in the Gross National Product and other important economics aggregates.

ECO 272. PRINCIPLES OF ECONOMICS II. (5-0-5)

Prerequisite: None. An analysis of the principles involved in the production, exchange and distribution of goods by the American Economic System including the role of the market, prices and price determination under conditions of competition, monopoly, and imperfect competition.

ECO 370. COMPARATIVE ECONOMIC SYSTEMS. (5-0-5)

Prerequisites: ECO 271, 272. A study of the various forms of organization and economic activity, including British Socialism, the Soviet Union Economy, economic planning in India with emphasis on modern Communism and Capitalism.

ECO 372. ECONOMIC GEOGRAPHY. (5-0-5)

Prerequisites: ECO 271, 272. A study of the relations of physical and economic conditions to production, transportation, and trade in the important agricultural, forest, mineral, and industrial products of the world.

ECO 373. ECONOMICS OF RESOURCE MANAGEMENT. (5-0-5)

A study of the primary causes of selective resource allocation and usage as it applies to various environmental and ecological factors in our contemporary economic, political and social world.

*If ECO 271 has not been taken in Area III of the Core Curriculum, it must be taken in the major, reducing the free electives to 10 hours.

ECO 374. CONSUMER ECONOMICS. (5-0-5)

Prerequisites: ECO 271, 272. A course in economics for everyday living designed to develop an understanding of the institutional and social factors determining the consumer's behavior and measures taken for his protection.

ECO 377. MONEY AND BANKING. (5-0-5)

Prerequisites: ECO 271, 272. A study of the nature of money and of the development of banking in the United States. Consideration of the functions of money, the types of money used in early banking practices, modern banking, the Federal Reserve System, and foreign exchange.

ECO 444. INDUSTRIAL RELATIONS. (5-0-5)

Prerequisites: ECO 271, 272. An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system and a consideration of efforts to solve these problems.

ECO 471. INTERMEDIATE MICROECONOMIC THEORY. (5-0-5)

Prerequisites: ECO 271, 272. A study of the advanced tools of microeconomic theory. Advanced theory of the firm, general equilibrium theory, and methods of marginal analysis will be emphasized.

ECO 472. INTERMEDIATE MACROECONOMIC THEORY. (5-0-5)

Prerequisites: ECO 271, 272. A study of the advanced tools of macroeconomic theory including types and causes of inflation, fiscal and monetary theory, and IS-LM models.

ECO 473. HISTORY OF ECONOMIC THOUGHT. (5-0-5)

Prerequisites: ECO 271, 272. The development of contemporary economic theory from early economic ideas. A study of the development of economic methods of analysis and philosophies and their relation to current theory.

ECO 478. GOVERNMENT AND BUSINESS. (5-0-5)

Prerequisites: ECO 271, 272. A study of the interaction between business organization and government. Special emphasis on the problems of regulations, control, and promotion of business enterprise.

FIN 300. BUSINESS FINANCE. (5-0-5)

Prerequisites: BUA 301; ACT 251, 252; ECO 271, 272. A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, sources of financing requirements, tools of financing a business, and controlling the finances of a business organization.

FIN 401. INVESTMENT ANALYSIS. (5-0-5)

Prerequisites: ECO 271, 272; FIN 300. An analysis of alternative investment opportunities. Analysis of types of securities, financial statements, and business factors to determine prerequisites of a sound investment program for the individual and institutional investor.

MANAGEMENT AND INFORMATION SYSTEMS

JOHN OLIVER, ACTING CHAIRMAN

Professor: Specht. Associate Professor: Brumfield. Assistant Professors: Coleman, Greene, Mulherin, Olsen, Oliver, Tillman, Arthur, K. Jones.

The Management and Information Systems Program is concerned with providing young men and women with the management techniques and tools required in modern organizations and institutions. Students have an opportunity to explore all the varied phases of management from the behavioral to the quantitative aspects. Students also have the opportunity to specialize in one of several management areas. The BIS program provides practical computer experience in solving management problems.

CAREER INFORMATION

Management majors are prepared for careers in large and small organizations at the entry level. The attention to human factors in organizations opens opportunities in personnel and related areas; quantitative training prepares the student for production and related aspects of business and non-business endeavors.

REQUIREMENTS

In addition to the general education core and the School of Business core, all students are required to take: MGT 342, 364, 442, 443, 444; ten hours, chosen from the following: MGT 403, 404, 445, 446, 447, 478, 49B-Q, BUA 302, BIS 300, 310, 330, 340, BUA 409. In addition 15 hours of free electives are to be selected.

MANAGEMENT (MGT)

MGT 340. PRINCIPLES OF MANAGEMENT.

This course serves as an introduction to all of the principles of the general functional management area including personnel, production, distribution, wages, and interpersonal behavior.

MGT 342. ORGANIZATIONAL BEHAVIOR.

Prerequisite: MGT 340. To provide exposure and increase sensitivity to behavioral phenomena that exist in organizational relationships. To develop an understanding of the behavioral aspects related to management and administration.

MGT 364. QUANTITATIVE METHODS.

Prerequisite: BUA 301. A study of quantitative tools which have been found most useful in the management of organizations. Topics include linear programming, inventory theory, scheduling models, queueing theory, and forecasting.

MGT 403. COMPUTER SIMULATION IN BUSINESS. (5-0-5)

Prerequisites: MGT 209, BUA 301, MAT 101. Development and use of systems models for simulating administrative decision-making processes.

MGT 404. DEVELOPMENT OF COMPUTER BASED MANAGEMENT INFORMATION SYSTEMS. (5-0-5)

Prerequisites: MGT 209, BUA 301, MAT 101. Of primary concern is the implementation of Management Information Systems employing both large and small scale computing systems.

MGT 442. PRODUCTION/OPERATIONS MANAGEMENT.

Transformation of inputs (materials-labor-management-capital) into outputs (goods and services) in manufacturing and non-manufacturing organizations; management, design, analysis, and control of production systems.

MGT 443. HUMAN RESOURCE MANAGEMENT.

Prerequisite: MGT 340. To examine the overall personnel function in business; acquisition and utilization of human resources; desirable working relationships; effective integration of the worker with company goals.

MGT 444. INDUSTRIAL RELATIONS. (5-0-5)

Prerequisites: ECO 271, 272. An analysis of the major problems and grievances of employers, employees, and consumers arising from our competitive economic system and a consideration of efforts to solve these problems.

MGT 445. COLLECTIVE BARGAINING. (5-0-5)

Prerequisite: MGT 444 or permission of instructor. Contract formation, negotiation and interpretation. Policy and procedure of formal and informal grievance handling. Preparation for collective bargaining impact on Labor Management relations in a regulated environment with emphasis on group analysis and solution.

MGT 446. SMALL BUSINESS MANAGEMENT.

Prerequisite: MGT 340. Management problems and responsibilities in organizing, financing, and operating a small business.

MGT 447. INTERNATIONAL BUSINESS.

Prerequisite: MGT 340. This course surveys the environmental, economic, political and social constraints of doing business abroad; effects of overseas business investments on domestic and foreign economics; and management and operational strategies of firms engaged in international business.

MGT 478. GOVERNMENT AND BUSINESS. (5-0-5)

Prerequisites: ECO 271, 272. A study of the interaction between business organization and government. Special emphasis on the problems of regulations, control, and promotion of business enterprise.

MGT 49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman.

BUSINESS INFORMATION SYSTEMS (BIS)

MAE MULHERIN, PROGRAM COORDINATOR

BIS 209. INTRODUCTION TO COMPUTERS IN BUSINESS. (5-0-5) F, W, S, Su

Prerequisite: MAT 101. The course provides an interface between business communication and data systems, and the ability of the individual to utilize data in the decisions made within and between EDP and management information systems.

BIS 300. FORTRAN AND ALGORITHMS. W, Su

Prerequisites: One college math course and CSC 201 or MGT 209. This course will teach the FORTRAN language. It will stress algorithmic development and the student will be expected to write many and varied programs.

BIS 310. DATA STRUCTURES. S

Prerequisite: CSC/BIS 300. This course will teach the student how different data sets are stored, manipulated, and organized within the computer.

BIS 320. OPERATING SYSTEMS. F

Prerequisite: CSC 310. This course will cover in detail how a general computer system works. Some specific examples will also be covered.

BIS 330. COBOL. S

Prerequisite: CSC/BIS 300. This course will present a detailed look at the COBOL programming language. The student will be expected to write 5-10 programs including some advanced programs. Business applications will be stressed.

BIS 340. ASSEMBLY LANGUAGE PROGRAMMING. Su

Programming in an assembly language will be stressed. The student will write assembler programs for a variety of tasks.

BIS 400. SYSTEMS ANALYSIS AND DESIGN.

Prerequisites: BIS/CSC 330 and ACT 252. This course will be an introduction to general systems theory. Topics will include information gathering, methods of analysis, simplification, simulation, and implementation of systems with attention given to both the function and elements of the system.

BIS 410. DATA BASE MANAGEMENT SYSTEMS.

Prerequisite: BIS 400. Review of I/O devices. File operations, accessing, merging, sorting, update and maintenance. Design of an effective data base for managerial decisions.

BIS 420. ADVANCED BUSINESS PROGRAMMING. F

Prerequisites: BIS/CSC 310 and BIS/CSC 330. Advanced work in COBOL programming. A survey of other programming languages including RPGII and PLI. Programming assignments in several languages including design of a business programming system.

BIS 430. SURVEY OF PROGRAMMING LANGUAGES.

Prerequisites: CSC/BIS 310 and CSC/BIS 320. Analysis of other programming languages such as PLI, SNOBOL, LISP, RPG2. Students will write several programs in each language.

BIS 440. MODELLING AND SIMULATION. W

Prerequisites: BIS/CSC 310 and MAT 325 or BUA 301. General simulation theory including learning a high level simulation language. A survey of existing computer simulations. Simulation project in the student's own discipline.

MARKETING

J. GORDON LONG, CHAIRMAN

Professors: Long, Thompson. Associate Professors: Gaetz, Watkins.

The Marketing Program has objectives which include a broad-based business curriculum for general marketing, and a focused education in business for specific majors in Art Marketing, Fashion Marketing, and Logistics. Students are provided with the theoretical and conceptual material which is further extended into experiential learning as a usual track to the B.B.A. degree. Marketing students may expect to have significant exposure to concepts of small business operation as well as the requirements of major corporations.

CAREER INFORMATION

General Marketing concentration: Preparation for all aspects of marketing and sales at the operational and management level.

Art Marketing concentration: Prepares students for art and craft merchandising, civic recreational programs, camps, and guild organizations. The student is prepared to handle both artistic and quality aspects, as well as marketing considerations.

Fashion Marketing concentration: Career opportunities in clothing and textile marketing and sales, including ownership of business.

Logistics concentration: The Logistics concentration is designed for students who have interests in public or private aspects of transportation, inventory, purchasing and controlling the materials aspects of business.

REQUIREMENTS

In addition to the general education core and the School of Business core, all students are required to take:

General Marketing Major: Required of all: MKT 362, 366, 461, 469; Select 15 hours from: MKT 363, 364, 365, 367, 368, 369, 462, 49B-Q, BUA 302.

Electives: Senior Division Business Electives (10 hours); Free Electives (10 hours). MKT 49B-Q is a maximum of 5 hours major credit; added credit as business or free elective with recommendation of adviser.

Logistics Major: Required of all: MKT 363, 365, 369, MGT 443, 442; Select 10 hours from: MKT 367, 463, MGT 342, 478, BUA 302. Senior Division Business Electives (10 hours), Free Elective (10 hours).

Art Marketing Major: MKT 362, 366, 367 plus 1 Senior Division Marketing course chosen with consent of adviser, 49B-Q, ART 206, 212, 304, 310, 329, 335, 336. MKT 49B-Q may be taken for 5-15 hours credit.

Fashion Marketing Major: MKT 362, 363, 366, 367; HCT 316, 49B-Q (20 hours). Senior Division Electives (12 hours); HCT 49B-Q may be taken as variable credit 5-15 hours. Consult with adviser.

MARKETING (MKT)

MKT 361. PRINCIPLES OF MARKETING. (5-0-5)

Prerequisite: ECO 270 or 271. A study of market organization designed to introduce the student to the major institutions and basic theory in the field of marketing. Different levels of marketing, organizational operation at each level and their functions, price policies, marketing cost, and relative efficiencies of various marketing methods are the principal topics emphasized. Junior standing required.

MKT 362. CONSUMER BEHAVIOR. (5-0-5)

Prerequisite: MKT 361. A multi-disciplinary approach to consumer behavior, and the development of marketing strategies.

MKT 363. PRINCIPLES OF LOGISTICS. (5-0-5)

Prerequisite: MKT 361. Basic study of logistics in business operations with special emphasis on management of inventory, buying, pricing, storing and control.

MKT 364. QUANTITATIVE METHODS. (5-0-5)

Prerequisite: MKT 361. A study of quantitative tools which have been found most useful in the management of marketing organizations. Topics include linear programming, inventory theory, scheduling models, queueing theory and forecasting.

MKT 365. TRANSPORTATION. (5-0-5)

Prerequisite: MKT 361. Development of transportation modes and systems. Includes analysis of rates and their effects upon commerce and industry, competitive factors, and the future of the economy. Attention is also given to government regulation of transportation agencies.

MKT 366. MARKETING PROMOTION AND COMMUNICATION. (5-0-5)

Prerequisites: MKT 361, 362. A study of the integral relationship of promotion in the market sector with efficiency of the economy and effective communication as a means of market promotion.

MKT 367. RETAILING.

Prerequisite: MKT 361. The policies, practices, and problems of efficiently operated retail stores, including the study of store location, layout, organization, merchandise planning, and sales promotion.

MKT 368. MARKETING CHANNELS.

Prerequisite: MKT 361. A study of the nature, types and economic roles played by marketing institutions and channels of distribution. The course focuses on the role and the type of distribution channels used in determining the marketing mix.

MKT 369. PURCHASING/ACQUISITION MANAGEMENT. (5-0-5)

Prerequisite: MKT 363 or permission of the instructor. The course provides the student with a basic understanding of the importance of purchasing materials and products for resale and the relationship to the efficient operation of a business or organization.

MKT 461. MARKETING RESEARCH AND DECISION SYSTEMS. (5-0-5)

Prerequisites: MKT 361, 362. A study of the development of the basic methodology in research design, including requirements for collection, analysis, editing, coding, and presentation of data for solving marketing problems.

MKT 462. ADVANCED MARKETING RESEARCH AND MARKET ANALYSIS. (5-0-5)

Prerequisite: MKT 461. Extensive design and development in research for market decisions. Problem solving analysis as a factor in designing entire marketing programs for business development.

MKT 463. GOVERNMENT LOGISTICS. (5-0-5)

Prerequisites: BUA 301, MKT 363. A study of Logistics in Government with concentration on the logistics cycle. This cycle includes logistic support planning, system acquisition, provisioning, cataloging, supply management, distribution, storage and disposal. The roles of industry, the General Services Administration and the Defense Supply Administration in government logistics are examined. A comparison is made between the application of logistics principles in civilian industry and government.

MKT 464. SALES MANAGEMENT. (5-0-5)

Prerequisites: MKT 361, plus another advanced marketing course. Principles and practices of sound organization and administration of a sales force. Includes consideration of: sales department organization, selecting, training, compensation and supervision sales planning, setting up sales territories and quotas.

MKT 469. MARKETING MANAGEMENT. (5-0-5)

Prerequisites: MKT 361, plus 2 other advanced marketing courses. A study of the marketing environment to integrate the component parts of marketing philosophy into a workable solution to contemporary problems. Application of management techniques to marketing is stressed.

MKT 49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

Individually designed and planned learning experience involving off-campus field experience and study in the private or public sector. Must be approved by the department chairman.

SCHOOL OF EDUCATION

JOHN H. LOUNSBURY, DEAN

The School of Education offers undergraduate and graduate programs to prepare personnel for teaching in schools and for positions in the fields of health and recreation. It also provides the special program for beginning freshmen who need additional assistance in the basic communication skills. The Peabody Kindergarten and the Museum and Archives of Georgia Education are other entities operated by the School of Education.

Many of the teaching programs are offered in cooperation with the School of Arts and Sciences and the School of Business, for teacher education is a college wide enterprise. The School of Education seeks to focus necessary resources in that endeavor and provide leadership in organizing and developing appropriate programs. As a Regional Education Center, the School of Education serves the middle Georgia region by providing needed courses both on campus and in various field sites and by sponsoring conferences and supporting school faculty in-service efforts.

TEACHER EDUCATION

The standard credential for beginning teachers in the public schools of Georgia is the Teacher's Associate Professional Four-Year Certificate. To qualify for this certificate, one must have completed an approved program designed for a specific teaching field or level and be recommended by the college in which the curriculum was completed. Programs leading to certification in nineteen undergraduate areas have been approved at Georgia College as follows:

- Early Childhood Education (K-4)
- Middle Grades Education (4-8)
- Business Education (7-12)
- English (7-12)
- Modern Foreign Languages (French or Spanish) (7-12)
- Home Economics (7-12)
- Mathematics (7-12)
- Science (Biology or Chemistry) (7-12)
- Social Studies (7-12)
 - (Behavioral Sciences, History, or Political Science)
- Art Education (1-12)
- Health and Physical Education (1-12)
- Health Education (1-12)
- Music Education (1-12)
- Special Education (MR) (1-12)
- Associate Library Media Specialist
 - (supplementary field only)

CAREER INFORMATION

Areas of critical need change from year to year; therefore, prospective teachers should check carefully the subject area before beginning specialization. Except in metropolitan areas, teachers experience minimum difficulty obtaining a position, provided they are willing to locate wherever the job is available.

A Georgia beginning teacher with a T-4 Certificate received \$9,561 a year, according to the 1979-80 minimum salary schedule. In addition, most systems provide a local supplement.

TEACHER EDUCATION GUIDANCE AND ADMISSION

The teacher education guidance process is a continuous one built around three specific stages: (1) identification of teacher education students; (2) admission to the program, and (3) entry into associate teaching. Students interested in pursuing one of the planned programs listed above are encouraged to identify as early as possible with the School of Education so that appropriate guidance may be provided.

I. Identification Folder

Any student enrolled in Georgia College is permitted to take 200-300 level education courses, but enrollment in those courses does not automatically guarantee admission to Teacher Education. Everyone enrolled in a 400-level course should have gained admission to Teacher Education. A student who is interested in pursuing a professional education sequence should provide information for his folder during enrollment in EFS 204. This identification folder will be on file in the School of Education. Transfer students who are interested in teacher education should complete the identification folder during the first quarter in which they are enrolled at Georgia College if they already have transfer credit for EFS 204. Upon completion of the identification folder, the student will be assigned an education adviser. Completion of the information folder, however, does not constitute application for admission to Teacher Education.

II. Advisers

Professional education advisers are assigned as follows:

1. Each middle grades education, early childhood education, and special education major is assigned an adviser in the School of Education who helps to plan the student's total program and offers guidance and counseling whenever necessary.
2. Each secondary and K-12 student is assigned an adviser in the School of Education who helps plan the professional sequence. In addition, the secondary and K-12 students have an adviser in the subject matter area who is responsible for planning the major course of study and advising the student. Each student must see both advisers each quarter.

III. Procedure for Admission to Teacher Education

Secondary students enrolled in the EFS 395-405 block apply for admission to teacher education during that block. The quarter prior to the Early Childhood Sequence (EEC 494), Middle Grade Sequence (EFE 403, EFS 450, EMG 451) or Special Education Sequence (EEX 479, EFE 480) students should apply for and be admitted to teacher education.

IV. Criteria for Admission to Teacher Education

The following criteria are used as bases for admission to or rejection from the advanced professional sequence:

1. Recommendation by the chairman of major department or adviser.
2. An academic grade-point average of 2.25 or better.
3. A grade of C or better in each of the courses comprising the teaching field.
4. Acceptable verbal communication skills.
5. A grade of C or better in each professional education course.

6. Acceptable history of mental, emotional, and physical health.
7. Acceptable record of personal and professional behavior.
8. Successful completion of the Regents' Examination.
9. Completion of core requirements.
10. Successful completion of a practicum experience in a public school.

A student is not permanently admitted to teacher education. If a student fails to maintain the standards which satisfy the criteria for admission, the admission will be withdrawn. Complete details concerning Admission to Teacher Education are available in Room 269, Kilpatrick Education Center.

CRITERION-REFERENCED TEST

Teacher certification in the state of Georgia requires that the prospective teacher achieve at least a minimum score on the appropriate criterion-referenced test. The tests measure the candidate's knowledge of his teaching field and must be taken in the field. The Criterion-Referenced Test is administered by National Evaluation Systems several times a year in public schools in regional centers across the state of Georgia. It is not available on the Georgia College campus. Information about the test is available from the Department of Educational Field Experiences.

ASSOCIATE TEACHING

The quarter prior to associate teaching, the student must register for EFE 490—Seminar for Associate Teachers. It is the responsibility of the student and his academic and education advisers to make sure that requirements are met and that the appropriate quarter for associate teaching is being selected. Prerequisites for associate teaching are admission to teacher education, completion of all professional education courses and a 2.25 academic grade point average.

Associate teaching, the culminating activity of the professional education sequence, is provided in selected off-campus public school centers only. A college supervisor assists the associate teacher and his supervising teacher in planning, executing, and evaluating this experience through visits to the off-campus center and seminars both off and on the campus.

During associate teaching, the student will be evaluated with the Teacher Performance Assessment Instruments. The associate teacher, the college supervisor, and the supervising teacher are all involved in completing the instruments.

The full quarter of associate teaching is arranged cooperatively by the Department of Educational Field Experiences, the public school system, and the supervising teacher. A prospective associate teacher must not contact a school to arrange placement prior to the college's request or while placement is under consideration. Placement is primarily determined by the availability of satisfactory supervision in schools that are in reasonable proximity to Georgia College and are designated by the School of Education as teacher education centers for a given quarter. If a student has special placement needs, they will be considered. The School of Education necessarily reserves final judgment in determining placement.

Associate teachers are not allowed to hold week-day employment during the associate teaching quarter. Students with financial needs will have to make plans well in advance in order to have the associate teaching quarter free of outside interference. Likewise, associate

teachers may not enroll in additional courses during the associate teaching or curricular activities that would take them away from their assigned schools during the hours set for teachers in the school. Associate teaching is a full-time responsibility; therefore, engaging in any activity which might endanger success in the development of professional competence is inadvisable.

Additional information and copies of the full list of policies under which the associate teaching program operates are available in the Educational Field Experiences office.

Students seeking to graduate in any teacher education program must arrange to take the National Teachers Examinations (Common and Option in area of certification) prior to graduation. The examination is given on campus several times each year. The application for certification cannot be processed unless an NTE score is recorded on the transcript.

CERTIFICATION PROGRAMS

While Teacher Education at the college is a campus-wide responsibility, the School of Education provides the professional portion of the various teacher education programs, and some of the teaching field courses in Early Childhood, Middle Grades, and Special Education. These majors are the advisement responsibility of the School of Education.

Also, the School of Education coordinates the program in professional education required for certification at the secondary level (grades 7-12) and in the K-12 areas. (Each subject area department determines the requirements in the major and related fields.) Every student's program is planned so that the undergraduate preparation and the competencies required for professional certification shall complement and strengthen each other.

Students themselves should plan to fulfill the K-12 and 7-12 requirements by working closely with both the major department and the School of Education advisers.

SECONDARY and K-12 MAJORS have teaching fields that consist of at least 40 quarter hours. Exact requirements can be determined by consulting the department responsible for the teaching field courses.

The standard professional sequence for secondary and K-12 majors consists of EFS 204, 395, 405, 455, EEX 364, EFE 490 and 493. However, certain programs vary from this sequence and the student should check with his education adviser for exact requirements.

The MIDDLE GRADES MAJOR takes two areas of concentration, one of which must be Language Arts, Social Studies, Science, or Mathematics. The second area may be physical education or one of the above. The focus of the teaching field courses is on the knowledge, skills, and competencies necessary for successful middle grades teaching.

All middle school majors must take EMG 315, 351, 410, 450, 451, HEA 325, and MAT 300, or MAT 475.

The professional sequence for middle grades education majors consists of EFS 204, 301, 450, EMG 451, EFE 403, 490, 492, ELM 459, and EEX 364. The scheduling of teaching field and professional courses is done in such a way that middle grades majors are enrolled in three sequences or blocks during the last seven quarters.

The EARLY CHILDHOOD EDUCATION major is made up of 48 quarter hours of teaching field courses as follows: ART 314, MUS 321, EEC 315, EEC 351, EEC 452, PED 315, EEC 410, HFN 325, EEC 314, and EEC 490.

The professional sequence for early childhood education majors consists of EFS 204, 301, EFE 490, 491, EEC 493, EEC 494 and EEX 364.

The SPECIAL EDUCATION (Mental Retardation) major is composed of the following teaching field courses: REC 357, EEC 452, and two of the following: ART 315, EEC 315, or PSY 488. The Professional sequence consists of: EFS 204, EFS 300, EEC 351, and ELM 459. The special education major consists of EEX 365, EEX 467, EEX 471, EEX 472, EEX 474, EEX 475, EEX 477, EEX 479, PSY 456, EFE 480, EFE 490, and EFE 494.

Area IV: Early Childhood

Courses	Hours
EFS 204	5
SOC 101, ECO 271, or PSY 201	5
MUS 102	5
ART 103	5
MAT 200 or equivalent	5
ENG 200 or ENG 201	5

Area IV: Middle Grades

Courses	Hours
EFS 204	5
SOC 101, ECO 271, or PSY 201	5
MUS 102 or ART 103	5
MAT 200	5
ENG 200 or ENG 201	5
MAT	5

Area IV: Special Education

Courses	Hours
EFS 204	5
SOC 101, ECO 271, or PSY 201	5
MUS 102	5
ART 103	5
MAT 200	5
ENG 200 or ENG 201	5
5 hours selected from: PHY 101, PSY 201, GEO 200, ENS 210	

Area IV: Secondary/K-12

Courses	Hours
EFS 204	5
Other courses to be determined by the teaching field department	
	minimum 25

Scores on the National Teachers' Examination (NTE) are required for graduation and for recommendation for teacher certification for all students completing teacher education programs.

CHILDHOOD EDUCATION

EDITHGENE ABBOTT, CHAIRMAN

Professor: Abbott. Associate Professors: Thompson, Thurston. Assistant Professors: McLaughlin, Sheppard, Wiser.

The Childhood Education Department provides courses and experiences which enable prospective teachers to develop the competencies necessary for successful teaching. Students have several opportunities to work in supervised practicums in public schools as well as to engage in campus classes and related activities.

The Early Childhood Program is designed specifically for teachers of kindergarten through grade four. These students participate for a full quarter in the Peabody Kindergarten on campus prior to possible teaching in one of the primary grades.

The Middle School Program prepares teachers for grades four through eight. All Middle School majors have at least one basic course each in the teaching of science, social studies, health, and mathematics and a minimum of ten hours in the teaching of reading and language arts. In addition, they also select two curriculum areas for in-depth concentrations of at least fifteen hours. Students participate in two supervised practicums prior to a full quarter of associate teaching.

Both programs meet all the criteria specified by the State Department of Education for certification requirements.

EARLY CHILDHOOD (EEC)

314. CHILDREN'S LITERATURE. (4-2-5)

Designed to acquaint students with a wide variety of classical and contemporary literature for children. Focus will be placed on responding to literature both in terms of personal pleasure and integration into the curriculum.

315. GENERAL SCIENCE FOR EARLY CHILDHOOD EDUCATION. (4-2-5)

Prerequisites: EFS 204, EFS 301, EEC 351. The basic processes of science appropriate for teaching young children. Includes participation in a field experience with science and children.

351. READING AND LANGUAGE ARTS I. (4-2-5)

Prerequisites: Completion of core and EFS 204. Co-requisite: EFS 301. Methods and materials for teaching listening skills, oral communication, manuscript and cursive writing, spelling and basic word attack skills.

410. SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION. (5-0-5)

Prerequisites: EFS 204, 301 and EEC 351. Basic social studies concepts are reviewed and examined in terms of an overview of elementary social studies curriculum (K-8). Special emphasis is given to social studies instruction in the early childhood grades (K-4).

452. READING AND LANGUAGE ARTS II. (5-0-5)

Prerequisites: EFS 204, 301 and EEC 351. Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. An analysis of pertinent research, and examination of current techniques, and a directed laboratory experience are included. Methods and materials for teaching practical and creative writing and oral communication are also included.

490. DEVELOPMENT OF LOGICAL THOUGHT IN YOUNG CHILDREN. (4-2-5)

Prerequisites: EFS 204, 301 and EMG 351. This course focuses on how young children learn mathematics. Principles of child development are applied to mathematical learnings in the early childhood years. Concepts of mathematics appropriate for teachers of young children are included.

493. EARLY CHILDHOOD EDUCATION CURRICULUM. (5-0-5)

Prerequisites: EFS 204, 301 and EEC 351 and majority of teaching field courses. For teachers of young children with emphasis on nursery school and kindergarten. Deals with processes and content of program development

based on nature and needs of children, educational objectives and methods of providing effective learning situations.

494. PRACTICUM AND INTERPERSONAL RELATIONS. (3-7-10)

Prerequisite: EEC 493. Provides for teaching experiences under supervision, for involvement in planning and evaluating the daily program. Peer relations in teaching, the teacher as a professional person, interacting with parents, co-workers and paraprofessionals are important components of the course.

495, 496. PROBLEMS IN TEACHING IN EARLY CHILDHOOD EDUCATION. (0-15-10)

Prerequisite: One year's teaching experience and basic professional education courses. An approved substitute for student teaching, this course emphasizes a problem-centered approach and assists early childhood teachers in applying research results and professional knowledge to the solution of various instructional problems.

MIDDLE GRADES (EMG)

314. CHILDREN'S LITERATURE. (4-2-5)

Designed to acquaint students with a wide variety of classical and contemporary literature for children. Focus will be placed on responding to literature both in terms of personal pleasure and integration into the curriculum.

315. SCIENCE FOR THE MIDDLE GRADES. (0-10-5)

Prerequisites: EFS 204, 301, EMG 351. A content course in science with emphasis on experimenting, for teachers of grades four through eight.

316. METHODS OF TEACHING SCIENCE IN THE MIDDLE SCHOOLS. (2-6-5)

A methods course in which generic teaching skills are developed. Topics appropriate for the middle school science teacher are utilized as the content through which the teaching skills are developed.

351. READING AND LANGUAGE ARTS I. (4-2-5)

Prerequisite: EFS 204. Co-requisite: EFS 301. Methods and materials for teaching listening skills, oral communication, manuscript and cursive writing, spelling and basic word attack skills.

410. SOCIAL STUDIES IN MIDDLE GRADES. (5-0-5)

Prerequisites: EFS 204, 301 and EEC 351. Basic social studies concepts are reviewed and examined in terms of an overview of elementary social studies curriculum (K-8). Special emphasis is given to social studies instruction in the middle grades (K-4).

450. READING IN THE CONTENT FIELDS. (5-0-5)

Prerequisites: EFS 204, 301 and EMG 351. Designed to study the multiple concepts, specialized vocabulary, and specific reading skills required in teaching reading in the content areas. Emphasizes developing and selecting materials and teaching strategies appropriate for the classroom.

451. METHODS OF ORGANIZING INSTRUCTION FOR THE MIDDLE GRADES. (4-3-5)

Prerequisites: EFS 204, Sequence I, majority of teaching field courses and admission to Teacher Education. Co-requisites: EFE 403, EFS 450, and ELM 459. A survey of instructional strategies which are appropriate for the developmental level of the middle school pupil and adaptable to the content of the middle school curriculum. Special emphasis on techniques of questioning, grouping for instruction, individualizing instruction, stimulating inquiry and research, utilizing the text and other media, and evaluating pupil progress.

452. READING AND LANGUAGE ARTS II. (4-2-5)

Prerequisites: EFS 204, 301 and EMG 351. Provides the prospective teacher with an understanding of the principles and practices of teaching developmental reading. An analysis of pertinent research, and examination of current techniques, and a directed laboratory experience are included. Methods and materials for teaching practical and creative writing and oral communication are also included.

460. GRAMMAR AND COMPOSITION IN THE SCHOOL PROGRAM. (5-0-5)

Prerequisites: EFS 204, 301 and EMG 351. Emphasis is given to the stimulation, production, and evaluation of written language of children in the middle grades (4-8).

495, 496. PROBLEMS IN TEACHING IN THE MIDDLE GRADES. (0-15-10)

Prerequisite: One year's teaching experience and basic professional education courses. An approved substitute for student teaching, this course emphasizes a problem-centered approach and assists Middle Grade teachers in applying research results and professional knowledge to the solution of various instructional problems.

EDUCATIONAL FIELD EXPERIENCES

JEROME FRANSON, ACTING CHAIRMAN

Associate Professors: Callaway, Franson. Assistant Professors: Abdi, Mortensen, Smith.
Instructor: Wiggins.*

The Department of Educational Field Experiences has as its primary objective the provision of opportunities for students to gain practical experience in actual classroom settings. These experiences allow students to test their motivation for teaching, put theory into practice, and synthesize learning from all previous educational experiences. Such experiences are possible through practicums, associate teaching, and staff development opportunities.

EDUCATIONAL FIELD EXPERIENCES (EFE)

402. PRACTICUM IN EARLY CHILDHOOD EDUCATION. (0-6-3)

Prerequisites: Sequence I, admission to teacher education, and a majority of the teaching field courses. Intensive three-week practicum in a public school classroom is provided to perfect skills in teaching reading and social studies. The student must be passing with a grade of C or better the co-requisite courses to accept placement for the practicum which begins in the latter part of the quarter.

403. PRACTICUM IN MIDDLE GRADES EDUCATION. (0-6-3)

Prerequisites: Sequence I, admission to teacher education, and a majority of the teaching field courses. Intensive three-week practicum in a public school classroom is provided to perfect skills in teaching reading and social studies. The student must be passing with a grade of C or better the co-requisite courses listed below to accept placement for the practicum which begins in the latter part of the quarter. Co-requisites: EFS 450, EMG 451 and ELM 459.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10)

Prerequisites: ELM 354 and two of the three following courses: ELM 355, 356, or 358. Supervised experience in a school library media center providing the student an opportunity to function as a library media specialist.

480. PRACTICUM IN SPECIAL EDUCATION. (0-6-3)

Prerequisites: Sequence I, admission to teacher education, a majority of the teaching field courses and specifically EEX 477. Intensive three-week practicum in a special education self-contained or resource classroom is provided to perfect skills in teaching the mentally retarded. The student must be passing with a grade of C or better the co-requisite course listed below to accept placement for the practicum which begins in the latter part of the quarter. Co-requisite: EEK 479.

490. SEMINAR FOR ASSOCIATE TEACHERS. (1-0-1)

Prerequisites: (1) admission to Teacher Education and (2) a 2.25 academic grade point average at Georgia College. Prospective student teachers must register for the seminar the quarter before they plan to student teach. Information concerning placement, supervision and actual student teaching will be provided. Issues and problems related to the associate teaching experience will be discussed.

491. ASSOCIATE TEACHING IN EARLY CHILDHOOD. (0-40-14)

Prerequisites: EFE 490 and completion of professional sequence. A quarter of full-time teaching in grades K-3 in off-campus centers designated by the School of Education. Performance-based assessment included.

492. ASSOCIATE TEACHING IN THE MIDDLE GRADES. (0-40-14)

Prerequisites: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in grades 4-8 in off-campus centers designated by the School of Education. Performance-based assessment included.

493. ASSOCIATE TEACHING IN SECONDARY AREAS. (0-40-14)

Prerequisites: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in grades 7-12 in off-campus centers designated by the School of Education. Performance-based assessment included.



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494. ASSOCIATE TEACHING IN SPECIAL EDUCATION. (0-40-14)

Prerequisites: EFE 490 and completion of the professional sequence. A quarter of full-time teaching in programs designed for the mentally retarded in off-campus centers designated by the School of Education. Performance-based assessment included.

495. ASSOCIATE TEACHING IN ELEMENTARY MUSIC. (0-5-2)

The first quarter of a two-quarter sequence of teaching, one hour a day in off-campus centers designated by the Music Department. Crosslisted with MUE 495.

496. ASSOCIATE TEACHING IN ELEMENTARY MUSIC. (0-5-3)

Prerequisite: EFE 495. The second quarter of a two-quarter sequence of teaching, one hour a day, in off-campus centers designated by the Music Department. Crosslisted with MUE 496.

497. ASSOCIATE TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-2)

The first quarter of a two-quarter sequence of teaching, one hour a day, in off-campus centers designated by the Music Department. Crosslisted with MUE 497.

498. ASSOCIATE TEACHING IN MUSIC WITH AN INSTRUMENTAL CONCENTRATION. (0-5-3)

Prerequisite: EFE 497. The second quarter of a two-quarter sequence of teaching, one hour a day, in off-campus centers designated by the Music Department. Crosslisted with MUE 498.

499. ASSOCIATE TEACHING IN THE ELEMENTARY GRADES. (0-40-14)

Prerequisites: EFE 490 and completion of professional sequence. A quarter of full-time teaching in grades 1-8 in off-campus centers designated by the School of Education. Performance-based assessment included.

FOUNDATIONS AND SECONDARY

ALDA HARPER, ACTING CHAIRMAN

Professors: Britt, Lounsbury. Associate Professors: Bartos, Harper, Souter. Assistant Professors: Adams, Arnold, Baugh. Instructor: Corbin.

The Department of Foundations and Secondary Education (EFS) serves all the approved teacher education programs by offering the professional education courses needed for teacher certification. These course offerings provide the historical, philosophical, psychological and sociological bases necessary to develop the strategic or technical skills and competencies required for effective functioning as a teacher.

FOUNDATIONS AND SECONDARY (EFS)

204. INTRODUCTION TO EDUCATION. (4-3-5)

Examines the profession of teaching, its nature and requirements; systematic information about schools, their development, functions, and organizational patterns; current trends and issues in education. A practicum in a public school classroom further helps the student to decide about the choice of teaching as a profession.

295. HUMAN GROWTH AND DEVELOPMENT. (5-0-5)

An overview of theories of human development to develop competencies in comprehension, application, and analysis of principles of growth and development through various lifespan circumstances. Emphasizes themes of growth and development; origins of child study; models, theories, and research findings in development psychology; self across seven stages of development. Enrollment limited to students in Nursing and helping professions other than teaching.

300. THE ELEMENTARY SCHOOL CURRICULUM. (Var. 3-5)

Prerequisites: EFS 204, plus completion of core curriculum. Review of history and purpose of the elementary school. Emphasis on curriculum organization, subject areas, and current issues in the elementary school.

301. THE CHILD IN THE EDUCATIVE PROCESS. (8-6-10)

Prerequisites: EFS 204, plus completion of core requirements. Co-requisite: EEC or EMG 351. Explores scientific principles which explain human growth and development, growth characteristics and behavior influences of children and youth, and the learning process. A practicum is provided in a public school classroom. Student must be making a C or better to be placed in the practicum.

395. THE ADOLESCENT IN THE SCHOOL PROGRAM. (4-3-5)

Co-requisite: EFS 405. An introduction to scientific facts and principles which explain human growth and development especially at the adolescent stage. The attempt is made to collect, interpret, and synthesize findings so as to work out the implications of scientific knowledge for specific educational situations. A practicum in a secondary school classroom is provided. The student must be passing the course with a grade of C or better to be placed in the practicum. Students register for EFS 395-405 concurrently.

405. EDUCATIONAL PSYCHOLOGY. (5-0-5)

A study of psychological principles of learning to develop competencies in identification, application, and analysis relevant to the educational context. Emphasis on the development of individuals, differences among individuals, motivation, interpersonal relationships, and methods of assessment. Meets ten hours each week with the co-requisite EFS 395 and its practicum.

412. SOCIAL SCIENCE IN THE SECONDARY SCHOOL. (Var. 3-5)

The role of the social science teacher in promoting citizenship through critical thinking skills, inquiry, decision-making, and values clarification in all of the social sciences. Recent curriculum projects in the various social sciences and the resulting materials will be examined.

436. SEMINAR IN DRUG EDUCATION. (5-0-5)

An exploration of drug use with emphasis on understanding and relating to youth, communication techniques, and psychological causes and effects of drug use, as well as drug information, prevention, rehabilitation, and legal aspects.

450. CURRICULUM FOR THE MIDDLE SCHOOL. (5-0-5)

Prerequisites: EFS 204, EFS 301. Co-requisites: EMG 451, EFE 403, and ELM 459. A study of history of education as it affects the development of the middle school. Emphasis on characteristics of pre- and early adolescents, personalizing curriculum for the middle school student, and strategies for motivating the transescent learner.

455. HIGH SCHOOL CURRICULUM AND METHODS. (4-3-5)

Prerequisite: Admission to teacher education. A study of the secondary curriculum, instructional objectives, learning materials, teaching strategies, evaluation techniques, and classroom management. Includes use of media, micro-teaching. A practicum in a public school classroom is provided as a part of the course. (For this reason, summer enrollment is restricted to in-service teachers.) The student must be passing the course with a grade of C or better to accept a placement for practicum.

497, 498. PROBLEMS IN TEACHING IN SECONDARY SCHOOL. (0-15-10)

Prerequisite: A year of teaching experience with the B-4 Certificate. This approved substitute for student teaching employs a problem-centered approach and assists secondary teachers in applying research results and professional knowledge to the solution of various problems encountered in teaching.

LIBRARY MEDIA

JANICE FENNEL, COORDINATOR

Associate Professors: Becham, Fennell, Harman. Assistant Professors: M. Mortensen, Sayles. Instructors: Carmichael, Donnelly, Dopp.

The offerings in Educational Library Media include the course required as a part of the professional sequence for prospective teachers and several electives. These electives can be utilized as a part of the work needed to receive supplementary certification as an associate library media specialist. Persons interested in a public library will also find these courses beneficial. Courses include extensive practical experiences with both print and non-print media.

LIBRARY MEDIA (ELM)

354. OPERATION OF THE LIBRARY MEDIA CENTER. (5-0-5)

Media Center objectives and standards, techniques used in acquisition, circulation, and stimulation of the use of print and non-print library materials, and in designing effective media centers.

355. TECHNICAL PROCESSING OF LIBRARY MEDIA MATERIALS. (5-0-5)

Prerequisites: Admission to the Education Library Media Program. A study of technical services operations with emphasis on the techniques of organizing, classifying and cataloging print and non-print materials in an integrated collection.

356. INFORMATION SOURCES AND SERVICES IN THE MEDIA CENTER. (5-0-5)

Survey of the standard print and non-print reference tools emphasizing the selection and implementation of reference media in school libraries, as well as public and college libraries.

358. SELECTION OF LIBRARY MEDIA. (3-0-3)

Acquaintance with print and non-print materials, standard selection aids, and application of criteria of selection in building media collections.

457. PRACTICUM IN OPERATING A LIBRARY MEDIA CENTER. (Var. 5 or 10)

Prerequisites: ELM 354, and two of the following three courses: ELM 355, 356, or 358. Supervised experience in a School Library Media Center providing the student an opportunity to function as a Library Media Specialist.

458. PRODUCTION OF NON-PRINT MATERIALS. (3-2-3)

Designed for the classroom teacher and the library media specialist. The course's main objectives are to teach the student all the skills needed to enable him/her to create appropriate non-print materials and to develop a rationale for selecting the best type of media for every instructional situation.

459. UTILIZATION OF MEDIA. (Var. 3-5)

Designed for teachers and library media specialists. Emphasis on evaluation, selection, use and relationships of various media to the school curriculum. Laboratory experiences stress production of materials and proper care and use of media equipment.

478. INTRODUCTION TO PHOTOGRAPHY.

Basic principles, skills, and techniques of photography. Emphasis is placed on introductory skills in camera handling, film use, slide production, lighting, and mounting and preservation of materials. Darkroom procedures will include black-and-white processing and printing.

49B-Q. INTERNSHIP. (Var.) F, W, S, Su

Prerequisites: Approval by the instructor. Open only to Library Media students participating in the Georgia Internship Program. An individually designed course involving off-campus or campus study and research in a governmental agency for academic credit.

SPECIAL EDUCATION

Professor: Sanders. Associate Professor: DeMarea. Assistant Professor: Bacnik.

The Department of Special Education provides the courses and experiences needed to develop the special skills and competencies needed by the teacher of exceptional children. The undergraduate program prepares the teacher of the mentally retarded. Graduate programs are offered in these areas: behavior disorders, interrelated, gifted, learning disabilities, and mildly handicapped. In addition, the department teaches the course in exceptionality required by House Bill 671 for all teachers.

SPECIAL EDUCATION (EEX)

364. EXCEPTIONAL INDIVIDUALS IN REGULAR CLASS. (5-0-5)

(Non-Special Education Major) Focuses on the identification and basic techniques of teaching exceptional individuals in the regular classroom.

365. EXCEPTIONAL INDIVIDUALS. (5-0-5)

Prerequisite: Special Education Majors, Junior Standing. Overview and discussion of the educational, social, physical, and emotional characteristics of exceptional individuals and their implications for educational and social programming.

467. NATURE OF MENTAL RETARDATION. (5-0-5)

Prerequisite: EEX 365. Focuses on the mental, social, emotional and physical characteristics of the mentally retarded. Classification, etiology and definitions and their implications for educational and social planning.

471. COUNSELING PARENTS OF THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Discussion of the impact of an exceptional child on the total family relationships. Basic techniques and theories of counseling parents and the various social agencies working with parents.

472. SPEECH AND LANGUAGE DEVELOPMENT FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Discussion of the speech and language problems in the mentally retarded. Review of the literature, psycholinguistic theory, verbal communication skills and language development programs.

474. CAREER EDUCATION FOR THE MENTALLY RETARDED. (5-0-5)

Prerequisite: EEX 467. Principles, materials, and methods for implementing career education programs for all educational levels of the mentally retarded.

475. BEHAVIOR MANAGEMENT. (5-0-5)

Prerequisites: EEX 467; Senior Standing. Theory and practice of behavior management techniques appropriate in classrooms for the exceptional child. Review of relevant literature.

477. CURRICULUM AND METHODS FOR MENTALLY RETARDED I. (5-0-5)

Prerequisites: EEX 467; Senior Standing. Curriculum and teaching techniques to be used in educational programs for the mentally retarded. Emphasis is on development of self-help, social adjustment and preacademics, and academics curriculum development.

479. CURRICULUM AND METHODS FOR MENTALLY RETARDED II. (5-0-5)

Prerequisites: EEX 467; Senior Standing. Co-requisite: EEX 480. Development of curriculum experiences and teaching methods for the mentally retarded. Emphasizes the sequencing of instruction and analysis of various learning tasks.

485. DIRECTED READINGS, SPECIAL EDUCATION. (5-0-5)

Prerequisites: EEX 467; Senior Standing. Focuses on topics of current interests and developments in the field of exceptional children.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

FLOYD V. ANDERSON, CHAIRMAN

Professors: F. Anderson, Poindexter, Walton. Associate Professors: Osborne, Peeler. Assistant Professors: Aldridge, Hicks, Martiny, L. Taylor, Thompson, Trueheart. Instructor: Kurtz.

CAREER PROGRAMS

The Department of Health, Physical Education and Recreation offers programs for persons interested in teacher education, health and social welfare, or recreation. Students obtain their preparation from a choice of four undergraduate degree programs.

TEACHER EDUCATION

In Health and Physical Education, the Bachelor of Science or the Bachelor of Arts degree prepares the students in the basic knowledge, skills, understandings, and competencies necessary to demonstrate, teach, administer, and supervise activities required for teaching in kindergarten through the twelfth grade.

In Health Education, the Bachelor of Science degree is designed as an interdisciplinary approach to prepare the student to teach, coordinate, and administer school health education from kindergarten through the twelfth grade.

The Master of Education degree program provides the fifth year certification to teachers who wish to have a content concentration in Health and Physical Education. The Specialist in Education degree program provides the sixth year certification to teachers in Health and Physical Education.

HEALTH AND SOCIAL WELFARE

This degree program is designed as an interdisciplinary approach with a specialization in social welfare to prepare the student to perform the tasks of a health educator in agencies or institutions other than schools. In addition, the student is prepared to perform the duties of the social worker in private and public sectors.

RECREATION

This degree program is designed to prepare the student to function capably in various governmental, private and commercial settings. The student may choose an area of specialization in Public Recreation, Therapeutic Recreation or Outdoor Recreation.

CAREER INFORMATION

TEACHER EDUCATION

A survey conducted of recent graduates from the department's baccalaureate degrees in Health Education and Health and Physical Education indicated that the range of salary for beginning teachers was approximately \$8,500 to \$11,000 for nine months. These are graduates who teach at the elementary, middle school or the secondary school level. In

many instances, coaching duties are a part of the secondary health and physical education teaching assignments.

Practically all of the respondents, regardless of the degrees received, are planning to further their education by seeking additional degrees.

There are teaching positions available, provided the individual is willing to move within the state. Employment is more readily available if the individual has a minor teaching area or is capable of coaching a popular sport. Individuals entering the teaching profession should anticipate completing the Master's degree program.

HEALTH AND SOCIAL WELFARE

As this major program is relatively new, there are not enough graduates to provide meaningful data. The general information provided as a State guide indicates starting salaries range from \$10,000 to \$11,412 for twelve months. Positions are readily available, provided the individual is willing to move within the state.

RECREATION

Currently, professional level positions in recreation are not plentiful. The picture is perhaps brighter in Therapeutic than the other areas, and those students who excel in their academic work do manage to locate jobs. The Outdoor sector shows tremendous potential for the near future — as our economy takes an upturn. Jobs are quite limited in the Public sphere with experience as an important hiring prerequisite.

Entry level salaries compare favorably with those in the Teacher Education area, although recreation positions are normally for twelve months.

STUDENT PROGRAMS

ADVISEMENT

Each student in the department, whether undergraduate or graduate, has a departmental adviser who assists the student in all matters related to the academic program and career counseling. The advisers are assigned by the Chairman of the department. In addition, those students in teacher education are assigned an adviser in the Education School.

STUDENT EVALUATION

Students are assigned responsibilities in practicing situations to gain experience in their chosen areas. These assignments are in conjunction with courses in the major programs and include assisting in the local schools, or agencies and institutions other than schools. Students and faculty work together on common projects, and students are encouraged to participate in departmental planning and activities. In addition to maintaining a creditable academic average, students are evaluated on a competency-based performance. Students have an opportunity anonymously to evaluate their courses and instructors.

RECREATION AND PARK SOCIETY

The Recreation and Park Society of Georgia College was organized to bring together students interested in the recreation, park and conservation profession in a social and

academic atmosphere and is designed to aid their personal and professional development and improvement.

The Society, as its service projects, plans and carries out recreation activities in college dormitories, College Union, and in the Milledgeville community.

INTRAMURAL SPORTS PROGRAM

A variety of activities, including seasonal sports, is planned for both men and women. The program of intramural sports is provided for all students who wish to participate.

INTERCOLLEGIATE ATHLETIC PROGRAMS

The intercollegiate athletic programs are for both highly skilled men and women and open to all students who qualify at Georgia College and who are free from academic and/or social probation. Competition consists of soccer (Fall), basketball and gymnastics (Winter), baseball and tennis (Spring). The department is a member of the National Association of Intercollegiate Athletics, the Georgia Intercollegiate Athletic Conference, the Association of Intercollegiate Athletics for Women and the Georgia Association of Intercollegiate Athletics for Women.

GENERAL EDUCATION REQUIREMENT

A variety of activities is offered to meet the general education requirement of six hours in physical education. Activities may be selected according to interest and capacity of the student.

Students enrolled in physical education activity classes are required to wear an official uniform prescribed for the activity. The uniforms may be purchased from the College Bookstore.

Students are encouraged to complete the activity course requirement during the freshman and sophomore years of study.

In addition to the six-quarter physical education activity requirement, students may elect any activity other than those for which they have previously received credit.

Activity Courses to meet the General Education Requirement: (Two hours per week. Credit, one hour per quarter).

Number	Activity	Number	Activity
PED 101	Beginning Archery	PED 113	Intermediate Golf
PED 102	Beginning Badminton	PED 115	Gymnastics (M)*
PED 103	Bait Casting	PED 116	Gymnastics (W)*
PED 104	Basketball (M)*	PED 117	Advanced Gymnastics
PED 105	Basketball (W)*	PED 118	Beginning Modern Dance
PED 106	Intermediate Badminton	PED 119	Intermediate Modern Dance
PED 107	Bicycling	PED 121	Recreation Games
PED 108	Fencing	PED 122	Sailing and Boating
PED 109	Intermediate Basketball (W)*	PED 123	Advanced Life Saving
PED 110	Folk Dance	PED 124	Soccer
PED 111	Intermediate Folk Dance	PED 125	Speedball
PED 112	Beginning Golf	PED 126	Social Dance

*Activities marked (M) only men enroll; (W) only women enroll

Number	Activity	Number	Activity
PED 127	Softball (M)*	PED 146	Wrestling
PED 128	Softball (W)*	PED 147	Intermediate Tumbling
PED 129	Beginning Swimming	PED 148	Shooting
PED 130	Intermediate Swimming	PED 149	Square Dance
PED 133	Beginning Tap Dance	PED 153	Intermediate Volleyball (W)*
PED 135	Beginning Tennis	PED 154	Canoeing
PED 136	Intermediate Tennis	PED 158	Handicrafts
PED 137	Advanced Tennis	PED 253	Rhythms for Children
PED 138	Flag Football	PED 254	Stunts, Tumbling, Apparatus for Children
PED 139	Track and Field	PED 255	Movement Education for Children
PED 141	Tumbling	PED 256	Movement for Music
PED 143	Volleyball (M)*	PED 257	White Water Canoeing
PED 144	Volleyball (W)*		
PED 145	Water Safety Instruction		

*Activities marked (M) only men enroll; (W) only women enroll

DEGREE PROGRAMS

The Department of Health, Physical Education and Recreation offers instruction leading to the following degrees:

1. Teacher Education (K-12)

- (a) Bachelor of Arts in Health and Physical Education.
- (b) Bachelor of Science in Health and Physical Education
- (c) Bachelor of Science in Health Education.
- (d) Courses which fulfill the Health Education and Health and Physical Education subject area certification requirements for the Master of Education degree program of the Department of Education.
- (e) Courses which fulfill the Health and Physical Education subject area certification requirements for the Specialist in Education degree program of the Department of Education (Graduate Programs are in the Graduate Catalog).

2. The Bachelor of Science degree with a major in Health and Social Welfare.

3. The Bachelor of Science degree with a major in Recreation, specializing in Public Recreation, Therapeutic Recreation or Outdoor Recreation.

DEGREE REQUIREMENTS

TEACHER EDUCATION

1. Students in teacher education programs must satisfy both the major department requirements and the professional education requirements in the School of Education to be eligible for consideration in teacher education certification, grades K-12.

2. Students must make at least a "C" grade in any course in the teaching field and professional education. (Areas IV and V of the Core)
3. Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
4. Students in the Health and Physical Education major program must take the National Teacher Examination during either one of the last two quarters prior to student teaching. Students in the Health Education major program must take the Exit Examination during the quarter prior to graduation. (This examination is administered by the Health Education coordinator.)
5. Department requirements for Health and Physical Education.

(a) Satisfactory completion of Areas I, II, III of the general education core curriculum described in the General Education Program in this catalog.

(b) Satisfactory completion of Area IV which includes:

Courses	Hours
EFS 204	5
MUE 200	5
BIO 210 and 211	10
HEA 201	5
PED 150, 151, 152	6

(c) Satisfactory completion of Area V, which includes: HEA 333, 445, 460; PED 250, 251, 252, 308, 309, 310, 315, 322, 329, 331, 350, 351, 352, 360, 411, 433; Elect two courses from PED 341, 342, 343, 344, 345, 346; and the professional education courses required for teacher certification.

6. Department requirements for Health Education:

(a) Satisfactory completion of Areas I, II, III of the general education core curriculum described in the General Education Program in this catalog.

(b) Satisfactory completion of Area IV which includes:

Courses	Hours
EFS 204	5
BIO 210 and 211	10
HEA 201	5
HCF 293	3

(c) Satisfactory completion of Area V, which includes: BIO 320, HFN 324, SOC 444 or ANT 452, HEA 325, 333, 340, 350, 353, 420, 445, 460; and the professional education courses required for teacher certification.

MINOR AREAS

The Department offers three minor areas for the general college student. These minor areas do *not* certify a person to teach in the public schools.

1. The Health Education minor is intended for persons expecting to work in agencies or institutions which are concerned with the realm of human well-being and the promotion of health. The minor may be of particular benefit to Biology, Home Economics, Sociology and Psychology Majors. Twenty hours of course work must be selected from HEA 325, 333, 340, 350, 353, 420, 445.
2. The elementary physical education minor may be of particular benefit to persons in Early Childhood Education, Middle School Education, or Special Education. The courses required are HEA 201, 333; PED 253, 254, 255, 308, 315, 328, 433.
3. The dance minor may be of particular benefit to persons in teacher education, regardless of area of concentration, who wish to develop skills to enrich their subject matter. The courses required are PED 110, 118, 126, 149, 256, 411, 450; MUE 200.

HEALTH AND SOCIAL WELFARE

1. Students in Health Education specializing in social welfare must make at least a "C" grade in any course they count toward their degree. (Area IV and V of the Core)
2. Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
3. Students must take an Exit Examination during the quarter prior to graduation. (The examination is administered by the Health Education coordinator.)
4. Department requirements for Health and Social Welfare.
 - (a) Satisfactory completion of Areas I, II, III of the general education core curriculum described in the General Education Program in this catalog.
 - (b) Satisfactory completion of Area IV, which includes:

Courses	Hours
HEA 201	5
BIO 210 and 211	10
SWE 200	5

- (c) Satisfactory completion of Area V, which includes: HEA 333, 340, 350, 353, 420; REC 357; BIO 320, HFN 324; SOC 444 or ANT 452, ELM 458; PSY 451, SWE 300, 400, 401. (If PSY 201 and SOC 101 are not taken in the core, they are required also.)

RECREATION

1. Students in Recreation, regardless of specialization, must make at least a "C" in any course they count toward their degree. (Area IV and V of the Core)

2. Students must take the Regents' English Examination between the quarter they are accumulating 45 quarter hours and the completion of 91 credit hours. (Requirements for eligibility to take this examination are under the Regents' Testing Program described in this catalog.)
3. Students must take the Exit Examination during their senior year, normally the final quarter. Currently, major students take the Supervisors Examination of Georgia Board of Recreation Examiners.
4. Students must have a grade point average of 2.25 to enter the Practicum in Recreation.
5. Department requirements for Recreation:
 - (a) Satisfactory completion of Areas I, II, III of the general education core curriculum described in the General Education program in this catalog.
 - (b) Satisfactory completion of Area IV, which includes:

Courses	Hours
ART 101	5
SOC 101 or PSY 201	5
MUT 101 and 212 or MUE 200	5
SPE 101	5
REC 200	5
HEA 201	5

- (c) Satisfactory completion of Area V which includes:
 - (1) **Public Recreation:** REC 320, 335, 357, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 320, 370, 123 or 145; PED Major Activity Laboratory 5 hours; SOC 312, 444; POS 301; HEA 333; electives 7 hours; one summer of camp work or its equivalent on a non-credit basis.
 - (2) **Therapeutic Recreation:** REC 320, 335, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 320, 370, 123 or 145; PED Major Activity Laboratory 5 hours; PSY 448; EEX 467; SOC 312 or 424; HEA 333; electives 7 hours; one summer of camp work or its equivalent on a non-credit basis.
 - (3) **Outdoor Recreation:** REC 320, 335, 357, 400, 402, 423, 447, 497, 498, 499; ART 310 or 335 or 336; PED 103, 123 or 145, 122, 148, 320, 370; PED Major Activity Laboratory 4 hours; BIO 350, 402 or 403, 442; HEA 333; electives 5 hours; one summer of camp work or its equivalent on a non-credit basis.
- (d) Students may elect additional hours as needed from any area of the College relative to the major.

HEALTH, (HEA)

201. PERSONAL HEALTH. (5-0-5) F, W, S, Su
Methods of promoting good health in the individual.

325. SCHOOL HEALTH AND HEALTH EDUCATION FOR THE ELEMENTARY TEACHER. (5-0-5) W
A study of school health problems, student health appraisal, health record keeping procedures, teaching methods and materials, and all other basic practices and procedures in health education.

333. FIRST AID. (3-0-3) W, Su

Practice and application of standards and accepted principles. Satisfactory completion of requirements qualifies the student for the standard certificate in first aid from the American Red Cross. Lay Instructor's course certified by special arrangements with the American Red Cross.

334. CARDIOPULMONARY RESUSCITATION. (1-0-1) Variable

Techniques of combining external cardiac massage and mouth-to-mouth breathing as a life-saving process.

340. COMMUNITY HEALTH. (4-2-) F

A survey of community health problems and methods of solving them.

350. TOBACCO, ALCOHOL AND DRUGS. (5-0-5) S

A study of the physiological and pathological results of substance abuse.

353. COMMUNICABLE AND NON-COMMUNICABLE DISEASES. (5-0-5) S

The causes, effects, epidemiology and prevention of diseases.

420. MENTAL HEALTH EDUCATION. (5-0-5) W

Use of effective methods of promoting positive mental health.

445. HEALTH EDUCATION METHODS. (5-0-5) F

Prerequisites: HEA 201 and 333 or equivalent. Innovative methods of affecting attitudes, knowledge and behavior regarding health practices.

460. CURRICULUM DEVELOPMENT IN HEALTH EDUCATION. (5-0-5) W

Principles and practices of curriculum development and program implementation in the schools.

49B-Q. INTERNSHIP AND/OR COOPERATIVE EDUCATION. (Var. 2-15)

An individually designed and planned learning experience and study in the private or public sector. Must be approved by the Department Chairman and Health Education Coordinator.

PHYSICAL EDUCATION, (PED)

150, 151, 152. FRESHMAN MAJOR LABORATORY. (0-4-1) each F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310, 411).

250, 251, 252. SOPHOMORE MAJOR LABORATORY. (0-4-1) each F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310, 411).

308. LEADERSHIP TRAINING IN PHYSICAL EDUCATION. (5-0-5) F

Materials, methods and techniques utilized in organizing and teaching physical education activities.

309. LEADERSHIP TRAINING FOR TEAM SPORTS (4-2-5) W

Prerequisites: PED 308 and Team Sports Laboratories. Leadership methods for the various team sports including the principles and techniques involved in organizing and administering team sports in physical education programs.

310. LEADERSHIP TRAINING FOR INDIVIDUAL SPORTS. (4-2-5) S

Prerequisites: PED 308 and individual Sports Laboratories. Leadership methods for the various individual sports including the principles and techniques involved in organizing and administering individual sports in physical education programs.

315. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS. (4-2-5) F, S

Prerequisite: Junior Classification. Principles, materials, and methods involved in organizing and teaching physical education in the elementary school. Students are assigned throughout the day to a local elementary school and receive practical experience in teaching and conducting physical education.

320. CREATIVE LEISURE. (1-4-3) S

Recreational skills for lifetime enjoyment; better understanding and appreciation of the environment and man's relationship to it; concepts of mental, social and physical well-being as they relate to activities in the out-of-doors.

322. KINESIOLOGY. (5-0-5) F

Prerequisites: BIO 210 and 211. Joint and muscular action involved in the fundamental body movements and common motor activities in physical education.

329. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. (5-0-5) W

Historical and philosophical implications in the development of physical education from primitive man to the present day.

331. EVALUATION IN PHYSICAL EDUCATION. (3-0-3) W

Analysis and practice and procedures for determining organic fitness, motor capacities, and abilities as they relate to participation in physical education activities. Special attention to aptitude and achievement tests of specific motor abilities. Supplemented by clinical laboratory experiences.

341. COACHING OF BASEBALL. (2-0-2) S

324. COACHING OF BASKETBALL. (2-0-2) W

343. COACHING OF FOOTBALL. (2-0-2) F

344. COACHING OF GYMNASTICS. (2-0-2) W

345. COACHING OF SOCCER. (2-0-2) F

346. TECHNIQUES OF OFFICIATING. (2-0-2) Variable S

Prerequisites: basketball and volleyball activity labs. A study of the rules, mechanics, and principles of officiating team sports. Credit, two hours.

350, 351, 352. JUNIOR MAJOR LABORATORY. (0-4-1) each F, W, S

Combinations of a variety of physical education activities designed to improve the individual's skills and serve as a foundation for the leadership course sequence (309, 310, 411).

360. PHYSIOLOGY OF EXERCISE. (5-0-5) S

A study of the relationships between exercise and body functioning. Special emphasis is placed on the changes that occur in the nervous, circulatory, respiratory and muscular systems during exercise. Opportunity is offered to conduct experiments and studies on related topics.

370. CAMP LEADERSHIP. (1-4-3) F

Introduction to the field of camping, the types, philosophies, and practices. Camp craft, outdoor recreation, and program are explored with emphasis on leadership (a course designed for anyone interested in camping).

390. CARE AND PREVENTION OF ATHLETIC INJURIES. (2-4-5) offered on demand.

Prerequisites: BIO 210. Experience in recognizing athletic injuries, and preventive and corrective measures that could be practiced.

411. MATERIALS AND METHODS IN TEACHING DANCE. (4-2-5) W

Prerequisites: MUE 200, major laboratories in rhythms. Materials and creative methods for the teaching of dance in a physical education program with particular emphasis upon social, folk, square, and modern dance.

433. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. (5-0-5) W

Prerequisites: PED 308, 309, 310, 315, and 411. A critical analysis of problems involved in the organization and administration of the total physical education program. Emphasis upon the problems of facilities, equipment, program leadership, administrative devices, departmental policies, professional organizations, and departmental relationships.

450. INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. (Var.)

Prerequisites: Senior classification and department chairman's approval. Credit: two, three, four, or five hours.

RECREATION, (REC)

200. INTRODUCTION TO RECREATION. (3-4-5) F

The history, philosophy and theories of recreation and leisure; acquaints the student with the various recreation agencies and services; field trips for observation in various recreation settings.

320. OUTDOOR RECREATION. (3-4-5) F

Scope and extent of Outdoor Recreation; history and development; relationships between outdoor recreation, conservation, forest recreation, outdoor education; development of outdoor skills; field trips and leadership experience.

335. SOCIAL RECREATION. (1-4-3) W

Planning social recreation activities; party planning, special games, quiet games, trips and picnics, and decoration. Students will be able to gain practical experience by working with different age groups on community projects.

357. RECREATION FOR SPECIAL GROUPS. (3-4-5) S

Concepts, objectives, methods and settings in program planning for the physically, mentally, and emotionally handicapped.

400. PROGRAM PLANNING AND MANAGEMENT. (5-2-5) F

Basic principles of recreation management; legal aspects, budgets and finance, methods of operation; and the application of same to program planning; philosophy and principles which guide the development and execution in a variety of settings.

402. COMMUNITY RECREATION. (4-2-5) S

Places, scope and importance of recreation and leisure in the community; interrelationships and relationships of a recreation agency to other community government agencies or other community service agencies; organization and philosophy of community recreation and structures.

423. RECREATION LEADERSHIP. (3-4-5) W

Principles of supervision, human dynamics, and leadership techniques. The course also emphasizes developing individual strengths and understandings through actually assuming leadership and supervisory roles.

447. PLANNING AND MAINTAINING OF AREAS AND FACILITIES FOR RECREATION. (4-2-5) W

Exploration of the different types of indoor and outdoor recreation facilities, areas and their utilization; principles in planning, planning units, general design of areas and facilities, general maintenance procedures; problems confronted in supervision of maintenance; recreation equipment design and management.

497, 498, 499. PRACTICUM IN RECREATION. (0-30-15) F, W, S, Su

Prerequisites: Senior classification and a 2.5 cumulative grade point average. Students will intern in an approved agency under a professional recreator.

SPECIAL STUDIES

JOHN A. BRITT JR., CHAIRMAN

Elizabeth E. Hoke, Counselor & Coordinator of Testing; Mary Joe Thompson, Assistant Coordinator of Testing. Professor: Britt. Assistant Professors: Sanders, K. Willoughby. Instructors: Bedford, Culberson, Davidson

The Department of Special Studies at Georgia College is designed to provide a supportive environment for beginning freshmen who need additional background in communication skills and mathematical concepts. The department directs a student's growth over three quarters through a controlled curriculum made up of specially designed courses. Close personal contact with faculty provides individualized guidance and counseling to help the student meet his immediate goal of success in college.

Freshmen who have scored less than 351 on either the Verbal or Math sections of the Scholastic Aptitude Test will be required to take preliminary course work in the area(s) of deficiency identified by the Basic Skills Evaluation which is administered to all incoming freshmen. This policy also applies to transfer students who have earned 17 hours credit or less. Areas in which deficiencies may be identified by the placement test are mathematics, reading, and English. Students who have combined scores above 700 and who feel the need for special work in one of the skill areas may register for a course in that area.

Some students need work only in one area. Some require work in several areas. The program provides for flexibility according to student need. It may guide the student up to three quarters. While in the program, a student is not placed on academic probation. If, at the end of a quarter's work in a given area, a student does not make the necessary progress, he receives an "in progress" grade and continues without penalty to work on the deficiency during the next quarter that he is enrolled. At the end of the quarter in which the student completes his special work and demonstrates competency at a pre-determined level he may leave the program and undertake regular college degree credit work. Special Studies courses do not carry credit for graduation. They do carry Institutional Credit and do provide foundational support for the future college work.

SPECIAL STUDIES, (SPS)

Special Studies courses (designated by the prefix G in the course number) carry Institutional credit and may not be applied toward a degree nor will they be accepted for transfer credit to another institution. Grades for these courses will be either IP or one of the final grades listed on page 60. No quality points are awarded.

SPECIAL STUDIES MATHEMATICS G50, G51, and G52 are designed to prepare students for further work in mathematics.

G50. SPECIAL STUDIES MATHEMATICS I. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Special Studies Office. A course to review basic skills of arithmetic, i.e. common and decimal fractions, computational skills and ratio and proportion.

G51. SPECIAL STUDIES MATHEMATICS II. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G50. Recommendation of major department or approval of the Special Studies Office. A course to introduce elementary algebraic concepts, i.e., variables, polynomials, solutions of simple equations, and graphing.

G52. SPECIAL STUDIES MATHEMATICS III. (5-0-5) F, W, S, Su

Prerequisite: Placement by examination, G51 or approval of the Special Studies Office. A continuation of G51 covering systems of linear equations, fractional and quadratic equations, fractional and quadratic equations, and complex numbers.

SPECIAL STUDIES ENGLISH G60 and G61 are designed to prepare students for English 101 and 102.

G60. SPECIAL STUDIES ENGLISH I. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination or approval of the Special Studies Office. This course is designed to prepare students for further courses in English. Emphasis is upon writing competency. A writing laboratory is scheduled as part of the requirements of this course.

G61. SPECIAL STUDIES ENGLISH II. (4-2-5) F, W, S, Su

Prerequisite: Placement by examination, G60 or approval of the Special Studies Office. A continuation of G60 for those students who need additional work on developing writing competencies.

G62. SPECIAL STUDIES ENGLISH III. (4-2-5) F, W, S, Su

Prerequisite: Inadequate success on the Regents' English Examination or approval of the Special Studies Office. A course designed to eliminate serious problems in writing. Content and writing activities are directed toward specific student needs.

SPECIAL STUDIES READING G70 and G71 are designed to help students improve reading skills that are vital to success in many of their regular college courses.

G70. SPECIAL STUDIES READING I. (0-5-5) F, W, S, Su

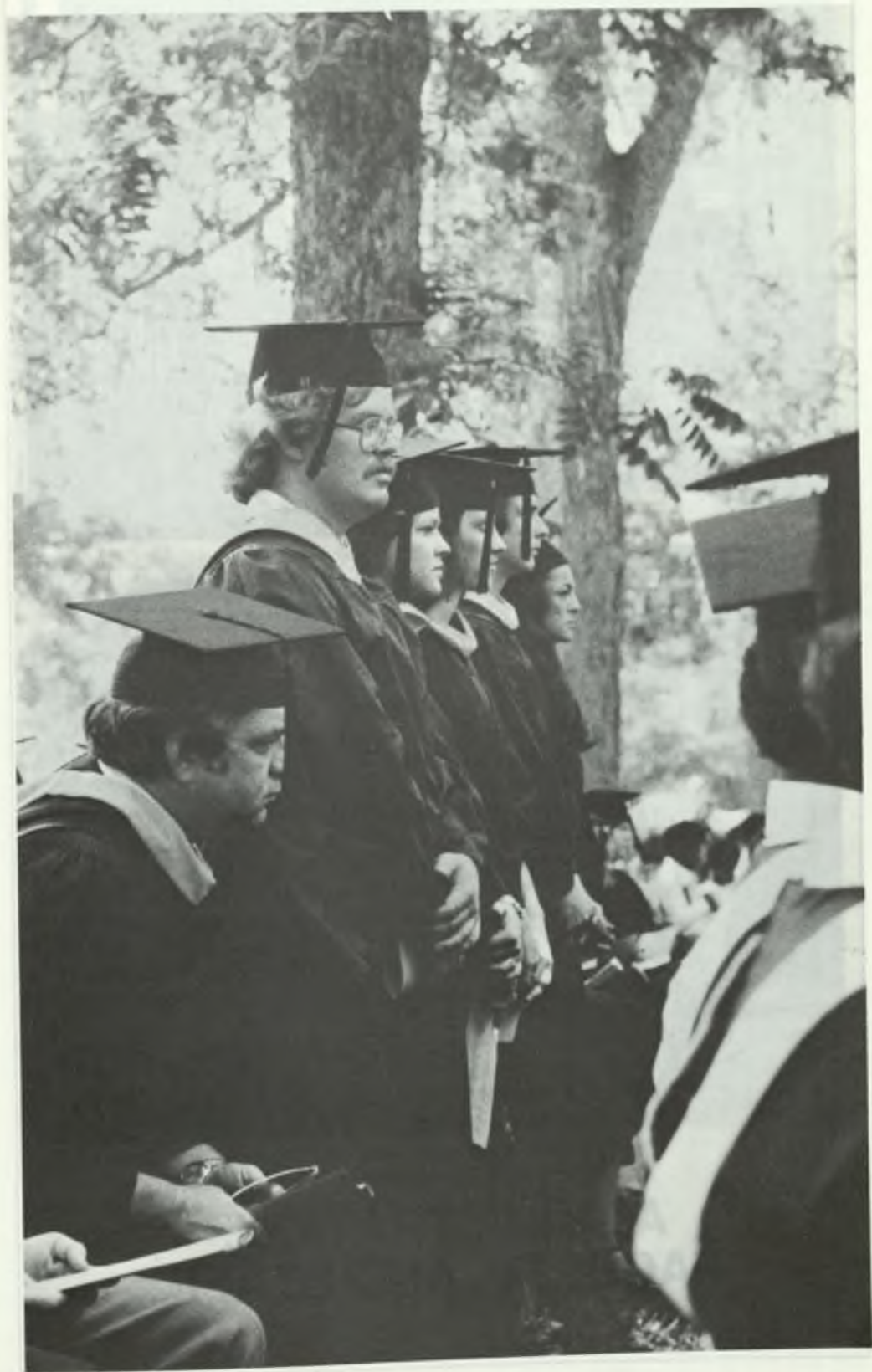
Prerequisite: Placement by examination or approval of the Special Studies Office. Focuses on the reading skills of students whose Comparative Guidance and Placement test scores indicate such a need. Considerable attention is given to study skills, comprehension, rates of reading, note taking, note making, and vocabulary.

G71. SPECIAL STUDIES READING II. (0-5-5) F, W, S, Su

Prerequisite: Placement by examination, G70 or approval of the Special Studies Office. A continuation of G70. Emphasis on more individualized skill needs.

G72. SPECIAL STUDIES READING III. (0-5-5) F, W, S, Su

Prerequisite: Inadequate success on the Regents' Examination in the area of reading or approval of the Special Studies Office. A course designed to eliminate serious problems in reading. Improved comprehension with supportive activities in vocabulary development provides the major focus of the course.



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ADMINISTRATION, FACULTY, AND STAFF

ADMINISTRATION, FACULTY, AND STAFF

UNIVERSITY SYSTEM OF GEORGIA

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(Year in parentheses is year of first appointment at Georgia College)

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